

# **For Reference**

---

**NOT TO BE TAKEN FROM THIS ROOM**

Ex LIBRIS  
UNIVERSITATIS  
ALBERTAEISIS











THE UNIVERSITY OF ALBERTA

RELEASE FORM

NAME OF AUTHOR ..... BARBARA ELIZABETH KLINKE

TITLE OF THESIS ..... THE POTENTIAL ROLE OF THE HOME ECONOMIST  
IN FAMILY AND COMMUNITY DEVELOPMENT

DEGREE FOR WHICH THESIS WAS PRESENTED ..... M.A.

YEAR THIS DEGREE GRANTED ..... SPRING, 1973

Permission is hereby granted to THE UNIVERSITY OF  
ALBERTA LIBRARY to reproduce single copies of this  
thesis and to lend or sell such copies for private,  
scholarly or scientific research purposes only.

The author reserves other publication rights, and  
neither the thesis nor extensive extracts from it may  
be printed or otherwise reproduced without the author's  
written permission.



THE UNIVERSITY OF ALBERTA

THE POTENTIAL ROLE OF THE HOME ECONOMIST  
IN FAMILY AND COMMUNITY DEVELOPMENT

by



BARBARA ELIZABETH KLINKE

A THESIS

SUBMITTED TO THE FACULTY OF GRADUATE STUDIES AND RESEARCH  
IN PARTIAL FULFILMENT OF THE REQUIREMENTS FOR THE DEGREE  
OF MASTER OF ARTS  
INTERDEPARTMENTAL COMMITTEE IN COMMUNITY DEVELOPMENT

EDMONTON, ALBERTA

SPRING, 1973



THE UNIVERSITY OF ALBERTA  
FACULTY OF GRADUATE STUDIES AND RESEARCH

The undersigned certify that they have read, and recommend to the Faculty of Graduate Studies and Research, for acceptance, a thesis entitled "The Potential Role of the Home Economist in Family and Community Development," submitted by Barbara Elizabeth Klinke in partial fulfilment of the requirements for the degree of Master of Arts in Community Development.



## ABSTRACT

This thesis is an exploratory enquiry into the potential role of the home economist, with her traditional skills and special training in family living and family resource management, in community development work with the disadvantaged.

The family unit is seen as a useful focus for community development work in that it is ultimately a filter for the understanding and processing of social change. The family, through its intimate patterns of interaction, has a strong influence on the attitude and value formation of its members, helping to shape their response to social change. In addition, some families are better prepared than others to cope with the social forces and changes which place strains on them. The disadvantaged family lacks the decision-making and crisis-meeting and -preventing skills required for coping with and responding to changes, thereby leading the disadvantaged family into disorganization and crisis. The home economist, with knowledge and understanding of family life and her natural link to the home, is able to reach these families, generally, through the homemaker (the informal family leader), and then must involve the whole family in building and learning to manage family resources (money, time, people, property, and community, government and legal resources) through information and skills which will improve decision-making, home management, budgeting, use of credit, and family life in general.

It is in this development process that the home economist can contribute as a member of an interdisciplinary team working with



entire families to build their resources for coping with and responding to social change. As the family's filtering mechanism improves (new or improved resources and skills, and better understanding of and more favorable attitudes towards change) it becomes less of a barrier to desirable social change. The family's improved functioning makes it more willing and better able to participate in the larger community, thereby giving the family a previously impossible degree of control over its social environment. Thus, the home economist's role in community development appears to be that of assisting families in building their resources and skills either directly as a community worker and resource to families, or indirectly through the use of para-professionals and trained volunteers, or by working as a resource to other professionals and community workers.



## ACKNOWLEDGEMENTS

I am extremely grateful for the inspiration, encouragement, and advice offered me by so many people with an interest in community development and home economics. I particularly wish to thank Mrs. D. Badir for her keen interest in my topic, her many hours devoted to reading chapters and discussing them with me, and her wonderful knack for helping me to put into perspective what appeared to be an overwhelming topic and mass of information.

I would also like to express gratitude to the other members of my committee, Dr. D. Gill and Dr. C.A.S. Hynam, for their helpful discussions and suggestions, and for the encouragement they offered throughout my course work and this final effort. My thanks also go to Dr. G. Kupfer, whose influence first led me to enter a program of study in community development and then motivated me to explore this topic.

I am also greatly indebted to the many professionals working in development who gave so freely of their time, and to the homemakers who were so willing to participate in the study. Final thanks go to my husband whose patience and steadfast encouragement enabled me to finally attain my goal.



## TABLE OF CONTENTS

	Page
<b>ABSTRACT . . . . .</b>	<b>iii</b>
<b>ACKNOWLEDGEMENTS . . . . .</b>	<b>v</b>
<b>LIST OF TABLES AND FIGURES . . . . .</b>	<b>ix</b>
 <b>CHAPTER</b>	
<b>I      INTRODUCTION . . . . .</b>	<b>1</b>
General Background	1
Definitions	1
Importance of the Family in Social Change	8
The Home Economist	15
Reasons For and Purpose of Study	17
<b>II     CHARACTERISTICS AND NEEDS OF DISADVANTAGED          FAMILIES. . . . .</b>	<b>19</b>
Poverty and the Disadvantaged Family	19
Demographic Characteristics of Dis- advantaged Families	21
Socio-economic Characteristics of Disadvantaged Families	25
Specific Urban Characteristics and Needs	36
Implications for Community Development	39
<b>III    THE FAMILY AND SOCIAL CHANGE . . . . .</b>	<b>41</b>
Introduction	41
Resistance to Change : The Concept of Cultural Lag	43
The Family as Adaptive Agent	44
The Family as Filtering Agent	47
The Family as Facilitator	49
Internal Changes in the Family	51
Implications for Community Development	56



CHAPTER		Page
IV	THE HOMEMAKER : LINK IN THE DEVELOPMENT CHAIN . . . . .	60
	Introduction	60
	Management of Family Resources : Key to Effective Family Change	61
	Technology : Changes in the Homemaker's Role	64
	The Homemaker : Her Linking Role	65
	The Home Economist : Between the Homemaker and Change	68
V	THE HOME ECONOMIST : LINK WITH THE FAMILY IN DEVELOPMENT. . . . .	70
	Definition	70
	Special Training and Competencies for Development Work	70
	The Changing Focus of Home Economics	72
	The Role of the "New" Home Economist in Community Development	77
	Summary	95
VI	RESEARCH DESIGN . . . . .	97
	Introduction	97
	Objectives	97
	Hypotheses	99
	Assumptions	100
	The Sample	101
	Data Collection and Analysis	104
	Limitations of Study and Future Scope	110
VII	DESCRIPTIVE ANALYSIS OF PARTICIPANT AGENCIES AND HOMEMAKER GROUP. . . . .	112
	The City of Edmonton Social Services Community Service Centres (Glengarry and Duggan)	113
	The Department of Agriculture Home Economics Branch	123
	The Human Resources Development Authority	126
	Family Service Association of Edmonton	129
	Boyle Street Community Services Cooperative	134
	Strathcona Place	136
	Canadian Mental Health Association in Alberta	139



CHAPTER	Page
Consumer Affairs Branch - Alberta Department of Manpower and Labor	142
Debtors' Assistance Board	144
The Homemakers : "The Dixie Girls"	146
 VIII DESCRIPTIVE ANALYSIS OF DATA AND DISCUSSION.	148
The Family in Community Development : The Change Process	148
Usefulness of Specific Community Dev- elopment Approaches and Methods	158
Perceptions of the Home Economist : Her Training, Potential and Role in Development	164
Hiring the Home Economist for Devel- opment Work	172
The Home Economist's Effect on Community (Family) Development : Through the Homemaker	176
The Hypotheses : A Discussion	185
 IX CONCLUSIONS AND IMPLICATIONS . . . . .	190
Conclusions	190
Implications for Home Economists	196
Implications for Community Development	197
Suggestions for Further Study	198
 FOOTNOTES	
 BIBLIOGRAPHY	
 APPENDICES	



## LIST OF TABLES

Table		Page
1.	Perceptions of the Family Unit in Today's Changing Society	149
2.	Function or Potential Use of the Family in the Facilitation of Social Change	153
3.	How Changes in Family Behavior Can Lead to Community Change	155
4.	Usefulness of the "Filter-Disorganization-Crisis" Model in the Understanding and Analysis of the Community Development Process	156
5.	Perceived Role of Para-professionals and Trained Volunteers in Community (Family) Development	161
6.	Summary of Community Perceptions of the Home Economist's Training and Skills	166
7.	The Potential Roles of the Home Economist in Community (Family) Development	169
8.	How the Name "Home Economist" Affects the Hiring of the Home Economist and the Effectiveness of Her Work	175
9.	Family Problems Identified by Fifteen Homemakers from Disadvantaged Families	178
10.	Positive Changes in the Way Homemakers View Specific Homemaking and Family Concerns as a Result of the Home Economist's Programs	182

## LIST OF FIGURES

Figure		Page
1.	Family as a Filter of Social Change: Crisis and Community Development	12



## CHAPTER I

### INTRODUCTION

#### General Background

Canadians are becoming more and more aware of the poverty existing in a seemingly affluent Canada. They are showing concern for the problems of unemployment and regional disparity; concern for the complexity of coping behavior required in our rapidly urbanizing society in which changes in things, places, people, and relationships are ever accelerating;<sup>1</sup> and concern for the many social problems generally associated with rapid urbanization. Such awareness is leading to an increasing number of studies as well as the growth of action groups concerned with disadvantaged people and developing areas of Canada. Recently a few researchers have focused on the role of the family in accepting and adapting to change, suggesting that the family may be a key factor in development. Herein lies a relatively new, untried and challenging focus for community development. It occurred to the author that the home economist, with her particular skills and her knowledge of families could well be an important factor in bringing about change. But before we explore this new horizon, it is imperative that we define some of the terms to be used throughout this thesis, to avoid confusion and to establish the framework of this study.

#### Definitions

#### Community Development

The term 'community development' abounds in conceptual confusion



and, as a result, there are many definitions put forward by various authors and agencies. The Alberta Government's official statement and definition of community development would, perhaps, be most appropriate here, since this study is based upon an Alberta community.

We believe Community Development is a process designed to do two things:

1. to maximize opportunities for people through a better understanding of their own potential, and that of their environment (physical and social);  
and,
2. to stimulate people to action.

Community Development is an education-motivational process designed to create conditions favorable to economic and social change, if possible on the initiative of the community, but if this initiative is not forthcoming spontaneously, then techniques for arousing and stimulating it, in order to secure the fullest participation of the community must be utilized.<sup>2</sup>

Usually, community development includes these five elements:

- a. A focus on the total needs of the community.
- b. The encouragement of self-help. This is the corner-stone of the whole program.
- c. Technical assistance from governmental or voluntary organizations.
- d. Integrating various specialties in service to the community.
- e. Basing the program as far as possible on the "felt needs" of the people of the community.<sup>3</sup>

Traditionally, community development has not focused its efforts on the family unit, or employed family-oriented professionals such as the home economist to any great extent, although the family would



appear to be an important element in "total needs of the community" and the home economist a valuable "specialist" to be integrated with others in meeting community needs and in "maximizing opportunities for people through a better understanding of their own potential".

What distinguishes community development strategies from more service-oriented strategies is that services and utilities, however excellent, are not enough if the people can do nothing about the situation that created the need for them. For community development, the provision for and the delivery of services is only one aspect. Its main goal is to transform the causes and conditions shaping the quality of life in a changing society so that as few people as possible would depend on any kind of service.<sup>4</sup> The shift in emphasis is, then, "from improvement of facilities, of economic life, and even public opinion that supports community atmosphere, important as these are, to improvement in people."<sup>5</sup>

Community development includes both process and program, but always "remembering that process has its appropriate place in program also."<sup>6</sup> Basically, the process aspect of community development is the "social process by which human beings can become more competent to live with and gain some control over local aspects of a frustrating and changing world."<sup>7</sup>

Some of the most important results of community development may be indirect rather than direct. The "Community development approach" involves emphasis upon certain values which should not be lost. These values include:



- a. Emphasis on human development as well as concrete achievements
- b. Emphasis on the total life of the community
- c. Active participation by residents and consumers in carrying out community programs
- d. The importance of self-help
- e. An interdisciplinary approach to community problems.<sup>8</sup>

Historically, the emphasis in community development has been primarily on rural communities since most people in newly developing countries live in rural villages. But in recent years, experiments and programs in urban community development have emerged, including some in Alberta.

### Community

The word "community" can be used to refer to either the geographic groupings of people, or to functional groupings of people sharing a common interest or function.<sup>9</sup> The author will use the word to refer to both types of groupings unless specifically noted otherwise.

### Social Change

Many developmental notions of social change exist today. It is seen as growth; as slow, gradual and continuous increment; as progress, or even as crisis.<sup>10</sup> Nisbet quotes the late Radcliffe-Brown in discussing the concept of social change.

The word "change" . . . is ambiguous in relation to society. I want to differentiate two totally different kinds . . . two individuals, formerly unrelated . . . are now in another relationship, that of husband and wife; a new group has been organized, which develops into a family. Obviously, you have here something which is change within the structure. But it does not affect the structural form of the society. The other type of change occurs when a society, as the result of disturbances induced either by internal



developments or impact from without, changes its structural form . . . I would suggest that we call the first kind "readjustment". Fundamentally, it is a readjustment of the equilibrium of a social structure. The second I would prefer to call "change of type". However slight the latter may be, it is a change such that when there is sufficient of it, the society passes from one type of social structure to another. 11

Etzioni further defines social change of this second type.

Social change may originate in any institutional area, bringing about changes in other areas, which in turn make for further adaptations in the initial sphere of change. Technological, economic, political, religious, ideological, demographic, and stratification factors are all viewed as potentially independent variables which influence each other as well as the course of society. 12

Social change is also defined as "the significant alteration of social structures (that is, patterns of action and interaction), including consequences and manifestations of such structures embodied in norms (rules of conduct), values and cultural products or symbols".<sup>13</sup>

The objective of social change might concern the nutritional standard of consumption, the economic standard of living, the type of group relations, the output of a factory, the productivity of an educational team. But it is important that a social standard to be changed does not have the nature of a "thing" but of a "process".<sup>14</sup> In keeping with this view, the author's use of the term will refer to the positive and negative effects on the total community of behavioral or institutional changes in the social spheres of the family, the school, the church, politics, and culture, or the impact of urbanization and rapid technological changes.



### Development

The author's use of the word "development" refers to the social process whereby people become more competent in living with and gaining some measure of control over local aspects of their changing society. It will be used in the context of improvements in the personal, social, and economic life of the individual, the family, and the community.

### Poverty

Poverty in Canada is real. Its numbers are not in the thousands, but the millions. There is more of it than our society can tolerate, more than our economy can afford, and far more than existing measures and efforts can cope with. Its persistence, at a time when the bulk of Canadians enjoy one of the highest standards of living in the world, is a disgrace. 15

What is poverty in Canada? "Poverty is a many-faceted social phenomenon defined as the social and economic state of possessing fewer resources than required for providing oneself with the physical and conventional necessities of life. It is a social, rather than a physical concept, changing with time and place; in other words, the concept of poverty derives from its societal context." 16

Poverty thus defined is not quite the same thing as low income, although the two are often closely associated. Poverty includes a lack of economic, personal and social resources needed to cope with situations or crises which arise throughout the family life cycle. "We are concerned with three dimensions of poverty: occupational, ecological, and socio-cultural. All three are important to any understanding of the social origins of poverty". 17



Disadvantaged, Underprivileged, Multi-Problem Families

The State Charities Aid Association of New York, after an examination of many reports, put forward the following classification of characteristics of disadvantaged or multi-problem families:

1. Multiplicity of problems
2. Chronicity of need
3. Resistance to treatment
4. Handicapping attitudes, such as alienation from the community, hostility and suspicion towards authority. 18

Studies of lower socio-economic groups have not been given a high priority within Canadian sociology. Consequently, there is a paucity of sociological data on these groups. Nevertheless, one finds some agreement among writers as to specific characteristics of the lower socio-economic stratum in the total society.

One must be cautious in generalizing to all segments of the lower class, but these are generally regarded as critical features of lower-lowers in North American society:

- 1) Occupational history: Intermittent employment with public assistance (transfer payments) as a major source of income. Employment is at the lowest level in the occupational hierarchy.
- 2) Community characteristics: A deficiency of local organizations, inadequate service agencies, and low levels of social participation. In rural areas, one finds small communities with large dependency ratios.
- 3) Family and interpersonal relations: A high incidence of family instability, a greater number of households headed by females. Unstable and superficial inter-personal relations coupled with little knowledge of or involvement in activities of the larger society.
- 4) Value orientations: A sense of powerlessness, dogmatism and authoritarianism in political ideology, fundamentalist religious views with some strong inclinations towards belief in magic, low fulfillment of needs and low levels of aspirations for the self. 19



In essence, the disadvantaged or multi-problem family is one experiencing either poverty (lack of economic, personal or social resources) or an inability or unwillingness to use what resources they have to cope with situations or crises which arise, and for the improvement of family life.

The author will use the words "disadvantaged", "underprivileged", and "multi-problem" interchangeably to refer to families exhibiting the above-mentioned general characteristics, while at the same time recognizing the need for caution in attributing all of these characteristics to any one family.

#### Importance of the Family in Social Change

We have briefly mentioned the previous lack of recognition of the family as a factor in community development. Let us now expand on this lack of insight.

Engberg's discussion stresses the importance of the family unit in development:

At any level the various sectors of a social system - the economic, social, cultural, religious, and political are viewed as participating in a single development process . . . the concept has not been as frequently used at the level of the family as it has in the analysis of larger social systems. In fact, the terms "growth" and "development" have not generally been applied to families . . . National efforts to improve health and welfare have focused on a wide variety of individual problems - infant mortality, malnutrition, high birth rates, delinquency, low incomes, inadequate education, housing, and so on. But often the social unit most clearly associated with these problems and with the welfare of its members - the family - has been overlooked. 20



It is the author's contention that most community action is eventually filtered through the family system and that the total effectiveness of development and change in the community is dependent on changing the way of life of the family unit. The family, being a primary group intervening between the individual and his social context, may accept and support some changes or attempt to protect and insulate its members from others. Thus, the attitudes and living patterns of the family influence the attitudes of the individual towards change and the response he will make to it. If the family rejects a desirable social change through ignorance or lack of knowledge or understanding, the progress of the change will be effectively blocked. In this sense, community development is faced with a filter system which it must penetrate by influencing family members who will, in turn, act as opinion leaders<sup>21</sup> to legitimize and effect desirable changes in family life patterns. In other words, to effect permanent and meaningful change within a community, the change agent or community development worker must recognize and deal with the family's role in influencing social change through adaptation, acceptance or rejection. This generally overlooked focus on the family is of equal importance to the more traditional social units which community development has used - those of the community or organized social group.

Hill's studies of the family under stress provide a theoretical base from which it is possible to project the importance of family in community development. In his model of social stresses on the family<sup>22</sup>



an out-of-the-ordinary event or events occur, accompanied by certain and variable levels of hardship (complications which demand competencies from the family which the event itself may have temporarily paralyzed or made unavailable). If hardship strikes a sufficiently hard blow, the family defines the event or events as a crisis. In other words, the crisis may be determined either by inadequacies within the family (e.g., conflicting roles, economic or social pressures, inadequate interpersonal relationships, unrealized aspirations, etc.) or this, in combination with whether or not the level of hardship is sufficiently high as to be crisis-producing to the family. Following crisis comes a period of disorganization until new patterns of behavior and adjustment evolve, and the family reaches a new level of reorganization. This new level may be higher or lower than before the crisis, depending upon how quickly and effectively the family learns to deal with the crisis.

The author will use the term "family social crisis" to refer to a social change, problem (or problems), or set of circumstances which induce such hardship on a family that it is finally forced to recognize the disorganization or "crisis" it is experiencing, and the family's inadequacy of resources (or lack of competence in mobilizing what resources they do have) to assist in the family's reorganization of patterns of behavior and adjustment.

The author sees an important parallel between this model and the crisis to be dealt with by traditional community development. Traditional community development can be seen as taking a community or social group to the point

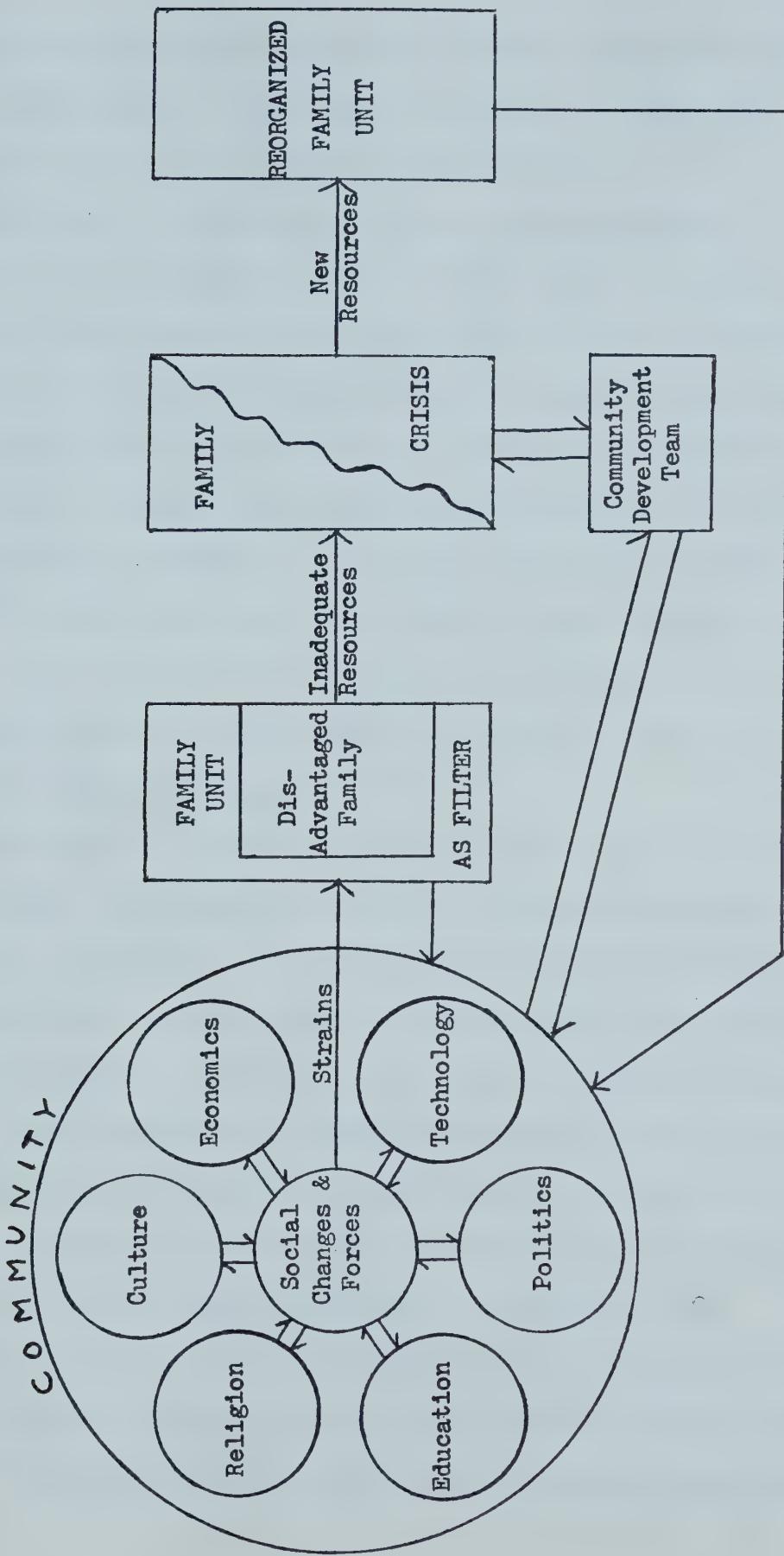


of social crisis or helping them to recognize and deal with existing crises. In either approach, the community or group is forced to deal with the social crisis in an attempt to reach a new level of functioning. Hopefully, this new level is a higher one, signifying that the group has improved its decision-making techniques and learned new problem-solving skills which may help prevent future crises or at least, prepare the group to handle them more effectively.

But if we accept the author's premise that most community action and social change is eventually filtered through the family, we see that family social crises become very important in traditional community development in that communities are composed of families. Family strengths are community strengths.

The author has constructed a model to further illustrate and clarify these links and relationships. (See Figure 1). In this model, social institutions and spheres, such as religion, education, economics, politics, technology, culture, community and family, are in a state of constant flux and interaction, producing social forces and changes which create strains on and which influence these institutions and individual families. Some of these social forces or social changes might include the following: increasing urbanization; increasing mobility; increasing alienation; increasing technology; increasing unemployment; inflation; changes in youth culture; increasing numbers of consumer goods and services in the marketplace;





**Fig.1.** FAMILY AS A FILTER OF SOCIAL CHANGE:  
Crisis and Community Development.



increasing advertising and mass media exposure; and, lack of low cost quality housing. These forces put strains on individual families who have varying strengths and weaknesses.

The "strong" family might have these characteristics: adequate economic resources (income, food, clothing, shelter); education; good employment; effective decision-making and management skills; good interpersonal relationships and communication; positive goals and aspirations; good health and nutrition; flexibility and adaptability to change; and, high levels of community participation and awareness of resources. In this case, the family's filter system is in good condition: it is able to filter, analyze and process social changes with knowledge and understanding, overcoming the strains created by social forces and applying forces of its own within the community setting.

The "weak" or disadvantaged family might be characterized by the following: low education; limited or inadequate economic resources; poor health and nutrition; poor interpersonal relationships and communication; unemployment or underemployment; low levels of aspiration (fatalism, hostility); poor decision-making and management skills; lack of awareness of community resources; little community participation; and, negative attitudes towards desirable social change. In this case, the family's filtering mechanism is weak. There simply are not enough strengths to adequately filter (understand and process) social change, and too few resources to cope with the strains of change, resulting in a tendency towards social crises. The family lacks the ability or the practices required to



sort out problems, to seek solutions, and to make sound decisions regarding the acceptance or rejection of social changes or changes in family patterns and lifestyles.

The resulting family disorganization constitutes a blockage of desirable social change, and it is here that community development process and program can be very effective. The community development team of professionals from various disciplines, including home economics, can help the family overcome problems and improve crisis-meeting skills. Through community development process and program, the family learns vital skills and improves its ability to respond to its social environment through increased awareness of itself and community resources. This strengthened and reorganized family is now better prepared to work with other families to strengthen and change its own "community". In other words, this new level of functioning and community participation works to give the family a previously impossible measure of control over its social environment by permitting it to truly interact with the other social spheres, influencing and being influenced. This is the usual level on which community development has worked--with the strains and crises of communities and groups. But the author contends that community development also has a vital role to play in the strengthening of disadvantaged families who ultimately make up the community. And it is here that the author believes the home economist has potential for great contribution to a community development team through her family-related knowledge and skills.



The Home Economist

The home economist, armed with a philosophy centered upon home and family, and with the skills to help in family problem solving, would seem to have potential in facilitating and improving the family's reorganization attempts after crisis, and bolstering family crisis-meeting resources, thereby taking on the role of a change agent in community development. But the term "home economics" abounds in confusion and misconception - it is a very broad profession, defined differently by many sources, depending on the orientation of the person defining the term.

As defined by the Committee on Philosophy and Objectives of the American Home Economics Association, "home economics is the field of knowledge and service primarily concerned with strengthening family life through educating the individual for family living, improving the services and goods used by families, conducting research to discover the changing needs of individuals and families and the means of satisfying these needs, furthering community, national and world conditions favorable to family living." 23

The author agrees with Dr. Lloyd, Director of the School of Household Economics at the University of Manitoba, (in his criticism of this definition) that we should be talking about strengthening community life through the problems of the family and the individual whether this community be the local one we live in, the one in our country, or the one in our own planet. 24



Another definition of "home economics" is offered by Hazel Stiebeling of FAO. She states:

Home economics is a field of knowledge focused on strengthening the home and family - the fundamental unit of society. Home economics is concerned with: (1) the education of individuals for responsible and effective participation in life within the family; (2) the determination of the needs and means of satisfying the needs of individuals and families for food, shelter and clothing; (3) the improvement of goods and services used by families; (4) the development of a physical, economic and social environment of life conducive to health in its broadest sense; and (5) the promotion of community, national and world conditions favorable to family living. The discipline of home economics draws on the humanities and the biological, physical and social sciences, applying these branches of learning to the identification and the amelioration of problems of the home and family. 25

The latter definition is the one which we have selected for the purposes of this thesis.

In view of the responsibility of the home economist of today to assist the family in the pursuit of its aspirations and in the satisfaction of its needs in a rapidly changing environment, the home economist must be well versed in many sciences, including the social sciences, that are basic to her specialized work. A professional home economist now spends four or more years in post-secondary study to this end.

Her training helps her to develop an overall orientation to the home - not only as a place where the family is fed, clothed, and sheltered - but as a place where children are nurtured and where



adults develop satisfying relationships and personal and cultural values. The substantive areas of home economics education include the following: food production, preservation and use; nutrition; family economics and home management; family relationships; child care and development; care of other family members; housing, household equipment and furnishings; and clothing and household textiles. The home economist studies educational methods and usually specializes in one or more of the subject matter areas. She can use her scientific knowledge and competence in filling different kinds of positions in the academic world and in homemaking for her own family.<sup>26</sup>

#### Reasons For and Purpose of Study

As the author, herself a home economist, proceeded with a program of study in community development, she became increasingly aware of the need for home economics information in developing communities, and the value of home economics to community development programs. But questions concerning the number of home economists employed in community development projects revealed that surprisingly few projects were availing themselves of home economics assistance. In the author's view, despite their tremendous potential, home economists generally have been either:

1. incognizant of their potential for contribution in community development; or,
2. unwilling to accept their social responsibility for action to meet community needs; or,



3. unable to convince social agencies and government of their potential in gainful employment to meet these needs.

It is for these reasons that the author decided to undertake this study, the general purpose being to assess where a home economist, with her specific training and skills would best fit into community development in Alberta.

Since Hill found that crisis-proneness, the tendency to define troubles as crises, is disproportionately distributed among families of low family adequacy (poor family integration, interpersonal relations, health and wealth),<sup>27</sup> and since community development has traditionally worked with these "disadvantaged" groups, this study will center on the disadvantaged or low socio-economic level urban family.

If we are to center a study on the role of the home economist in working with disadvantaged urban families towards community development goals, we must first review the literature as regards the characteristics and needs of disadvantaged families and the importance of the family in the social change process. Chapter II will review the characteristics and needs of disadvantaged families. Chapter III will discuss the role of the family in social change, and Chapter IV, the importance of the homemaker as a link between the family in change and the home economist. Chapter V will elaborate on the training and skills of the home economist and her potential in community development.



## CHAPTER II

### CHARACTERISTICS AND NEEDS OF DISADVANTAGED FAMILIES

The major area of work of the community development worker is with the disadvantaged and the poor. If there is to be any improvement in standard of living, quality of life, and community, we must first understand their problems and needs in order to assess what can be done to assist them. To this end, let us now draw a profile of Canada's lower socio-economic families.

#### Poverty and the Disadvantaged Family

In reviewing our definition of poverty, we recall that poverty is primarily a social concept, embodying an economic factor as well as occupational, ecological and sociocultural dimensions. In short, it is the scarcity of the resources required for the physical and conventional necessities of life - a lack of the economic, personal or social resources needed to cope with situations or crises which arise throughout the family life cycle, or resources required to learn to prevent such problems.

Poverty has many negative effects on the family. To quote the Economic Council of Canada's Sixth Annual Review:

Poverty breeds ill health. It engenders a sense of hopelessness and frustration. It frequently means interrupted employment, unrewarding jobs, poor housing and inadequate food. It prevents the poor from participating adequately in the life of the society. 1



A more intangible effect of poverty is the restriction it places on the ability of the poor to invest in themselves, and to eventually lead more productive lives within the country's economy. This inability for self-investment has serious consequences on young children whose potential abilities are shaped early in life. Without adequate resources (even as basic as good nutrition), physical, mental, and social development may be seriously and irreversibly impaired. And, because the children are so seriously affected by poverty, it becomes a cyclical process of the poor raising the poor to live in poverty and these poor, in turn, to raise more poor, and so on.

The fact that the family is the most common unit in our society is often forgotten, and the importance of the family's economic contribution to the total society is rarely fully recognized.

If society is to benefit from the potential abilities rather than merely support the costs of poverty, the adults in the family must be enabled to participate in the labor force currently and to prepare their children to do so in the future. Thus the concept of a minimum standard of living must be based on a definition of the family not merely as a consuming unit, but also as a producing unit.<sup>2</sup>

The disadvantaged family, as we have defined it, is one experiencing either poverty (lack of economic, personal or social resources) or a lack of knowledge about or inability to use what family or community resources they do have available, to cope with situations or crises which arise and for the improvement of family life.



Cavanagh<sup>3</sup> has done a very thorough review of the literature relating to the characteristics of the disadvantaged. She takes a coping view of the problems of the disadvantaged (which relates the culture and behavior of the disadvantaged to their efforts in coping with a difficult environment)<sup>4</sup> and focuses on the positive characteristics of disadvantaged people. It is this framework that the author has chosen to survey the vast literature on the characteristics and needs of the disadvantaged. The following are a summation of those described by Cavanagh in her review of the works of Riessman, Cohen, Pearl, Nesbitt, Levy, Studebaker, Stucky, Miller, Watterman, Chilman, Besner, McKinley, Braeger, Wright, Hyman and Bernstein. (Cavanagh's information has been updated by the author by reference to other more recent studies which are footnoted, to distinguish them from the Cavanagh review).

#### Demographic Characteristics of Disadvantaged Families

Canadian studies show that low income is most frequently associated with families in which no member of the family worked during the year, in which the head of the family is over 65 years of age, or a woman, and which reside in a rural area or in the Atlantic provinces.<sup>5</sup>

#### Education

The disadvantaged frequently have little education, are often functionally illiterate, and there are typically few, if any, books in the home. School experiences have often been unpleasant for these people. The disadvantaged are less apt to subscribe to newspapers, but more likely to read comics and watch television than



other groups in our society. Canadian data reveal that 89% of disadvantaged families are headed by persons who have not completed high school, 41% of whom have no education beyond the elementary level.<sup>6</sup>

#### Housing

The Special Senate Committee on Poverty reported that a substantial number of Canadians must exist from day to day without benefit of any comforts traditionally associated with home - including protection from the elements, privacy and adequate sanitary facilities.<sup>7</sup> But even if housing meets certain very minimum standards in larger urban areas, disadvantaged families find it very difficult to locate, not within their means, or completely unavailable.

#### Health

The report of the Special Senate Committee on Poverty states:

Various studies have indicated that the poor, because of economic restrictions, usually wait until their illness becomes acute before seeking medical aid. Certainly there are financial barriers when costs for drugs or health services are not covered by Medicare or when disease may involve taking time off work. But educational and information barriers may exist as well.<sup>8</sup>

The report also stressed the importance of nutrition as a factor in poverty.

There is universal recognition that nutrition is a critical factor in poverty. Dietary inadequacies and under-nutrition, combined with other deprivations attendant on poverty, cause health deterioration. This sets up the cycle of decreased performance of all activities, mental apathy, and incapacity for initiative or self-help . . .



Undernourishment may reduce the ability to acquire the education necessary for escape from the poverty cycle. Quite apart from impairment of mental development arising from deficiencies of nutrition during foetal life and early infancy, the complex of mental and physical lassitude attendant on undernourishment, the distraction of attention caused by the distress of nagging hunger, and unfitness because of recurring illness all can stultify the education of a child of even normal mental endowment.<sup>9</sup>

#### Family Structure

Strong extended family ties arise from efforts to cope with the negative environment of the disadvantaged. Sussman and Burchinal<sup>10</sup> note that the isolation of in-migrant families in urban areas does not bring a corresponding disintegration of extended family ties. The difficulty in developing satisfactory primary relationships outside the family in our complex urban environment often makes the extended family more, rather than less important to the individual.

Ties to the family are evident even during early adjustment in marriage: both spouses tend to remain relatively emotionally isolated from each other, clinging to the security of time-tested ties with old friends and relatives. There is usually infrequent entertainment of and social interaction with non-relatives.

Consensual marriage is common. It offers more freedom and flexibility to both the men and the women caught in the matrix of problems related to unemployment, no property, low expectations for the future, lack of support (emotional and physical), and too few resources for too many children.<sup>11</sup>



Women as Heads of Families

More than one third of all disadvantaged families consisting of a mother with dependent children have income levels below the 1967 poverty levels.<sup>12</sup> Many women in disadvantaged families are in the labor force or would like to be for both financial and personal needs. A problem arises, however, when young children must be cared for because there may be no other family members to care for them, or a lack of day care facilities or the money to pay for them.<sup>13</sup> Women face the peculiar problem of lack of recognition (monetary or status) of household production as a legitimate alternative to production in the labor force, and thus, many disadvantaged mothers are forced to seek gainful employment to provide for their young families who require supervision, care and guidance which may be unavailable or of poor quality in the mother's absence.<sup>14</sup> Canadian studies show that young women heading families are usually widowed, divorced or separated and have small children dependent upon them. Such families tend to be supported by government social welfare assistance, as most women heads are outside the labor force. Further, over half of these women have only an elementary school education and could expect much lower earnings than males. In such cases there is little or no financial advantage for younger women to work, especially since expenditures on household help or for the care of children may result in no real improvement in the family's income position. Another factor which often discourages these women from seeking work is the difficulty they experience in entering the labor force after years of labor force inactivity.<sup>15</sup>



### Socio-economic Characteristics of Disadvantaged Families

The demographic characteristics of poverty do not necessarily provide a complete profile of poverty. Our definition of poverty stresses its socio-cultural dimensions which are essential to complete the picture of today's disadvantaged family.

The most seriously disadvantaged lack, not only occupational skills, but basic "life skills" as well. They do not know how or where to apply for jobs or training . . . do not know what welfare services are available, or how to obtain them . . . do not know how to use credit . . . do not know what nutritious foods to buy or how best to prepare them . . . Many have low levels of aspiration, low self-esteem, and low expectations for themselves and their children. <sup>16</sup>

It is to these socio-cultural and personal characteristics and needs of families caught in the cycle of poverty that we now turn.

### Value System

A key value of the disadvantaged is security, as indicated by their concern with survival rather than mobility and status. This is in keeping with Maslow's <sup>17</sup> hierarchy of needs in which primary life-support needs must be met before other more socially and self-oriented needs can emerge. But disagreement exists as Nesbitt shows that self-actualization may also play an important part in the value system of the poor, being considered even more basic than security. <sup>18</sup> The disadvantaged show an awareness of middle class values: they talk about them and generally aspire towards them, expressing similar wants and needs. But generally, they do not live by them - the satisfaction of these needs is usually beyond their means. <sup>19</sup>



### Dependency and Fatalism

The disadvantaged have heavy dependency on outside forces (schools, employers, social workers, social assistance cheques, police, etc.). Such dependency leads to a stifling of initiative as the disadvantaged lose the decision-making skills required to control and affect their own lives. This heavy dependency upon others to make decisions also contributes to the disadvantaged's fatalism - they feel powerless to control their situation, and therefore tend to live for the present. This limited time perspective makes it difficult for them to postpone satisfaction.

### Hostility, Resentment, Lack of Trust

The sense of inability to affect fate tends to highlight the disadvantaged's suspicion and resentment of outsiders. This lack of trust is embodied in alienation, hostility, and even hate. There is often a hatred of police, mistrust of government and of those in high positions, and cynicism towards the church.<sup>20</sup> The culture of poverty thus holds certain potential for protest and support for political movements aimed against the existing order. It is common for the disadvantaged to be prejudiced and intolerant of viewpoints and ways of doing things which are different from theirs.

### Need for Excitement

The disadvantaged like excitement and to get away from the monotony of daily life. News, gossip, new gadgets, sports, and a desire for new goods add a spark of excitement to an otherwise humdrum life. Great enjoyment is derived from games, music and cards.



### Interpersonal Relationships

Low income people prefer informal, easy-going relationships with people, judging them on the basis of personal characteristics rather than impersonal qualifications. They generally admire strength and endurance or "toughness" in others. They prefer situations which have some definite structure or purpose but with informal orientation.

### Aspirations

McMillan's study of low income mothers in Maryland identified various aspirations and needs expressed by heads of low income families.<sup>21</sup> Most frequently expressed as deep desires were: better housing; good jobs for self and husband; more education or special training for self and husband; more money to get the basic necessities and to pay bills; transportation for rural mothers; a happy marriage and family life; and a better life in all aspects for their children. The biggest stumbling blocks to progress were perceived as: difficulty in obtaining higher paying jobs; difficulty in obtaining job training for both husband and wife; poor rural transportation facilities; unavailability of low-cost housing; and few marriage counselling and family life education programs for men as well as women.

### Cognitive Style

The cognitive style of the disadvantaged has a strong physical emphasis, particularly in the use of large motor muscles. These people are generally action-oriented, working out mental problems best when they can do things physically. Their focus is on the problem



itself rather than the abstract ideas surrounding the problem.

External forces are more likely to be identified as cause of problems.

### Language

Congruent with their physically-oriented cognitive style, disadvantaged people tend to rely on nonverbal rather than verbal communication. Excessive verbalization is considered non-essential. The disadvantaged generally speak a "public language".

### Community

Membership in community organizations is not common among the disadvantaged. A direct relationship seems to exist between voluntary group membership and socioeconomic status as measured by levels of income, occupation, home ownership, level of living, and education.

These people do not belong to labor unions or political parties and make little use of banks, hospitals, department stores or museums. Such involvement as there is . . . in the jails, the army and the public welfare system--does little to suppress the traits of the culture of poverty. A relief system that barely keeps people alive perpetuates rather than eliminates poverty and the pervading sense of hopelessness. 22

Along with disengagement from the larger society, there is a hostility to the basic institutions which are regarded as the dominant classes.

### Decision-making

Canadian data suggest a trend towards a partnership type of decision making in the family. Garigue affirms that in the city, the husband has the official authority by virtue of being the chief breadwinner and protector and that he also has the authority and power to punish. But the wife has authority over the day-to-day areas



of family life, guiding and leading the family and controlling the children and family welfare in general.<sup>23</sup> Tremblay and Fortin also observe that the wife has the determining influence in the economic decisions of the family.<sup>24</sup>

There is some indication that, in lower socio-economic groups, the husband loses authority in financial decision-making as a consequence of social and occupational inadequacy. The lower class wife has relatively more decision-making power than the middle or upper class wife or the lower class husband.

#### Management of Family Resources

The disadvantaged experience chronic financial and management problems.

Chronic unemployment and under-employment, low wages, lack of property, lack of savings, absence of food reserves in the home, and chronic shortage of cash imprison the family and the individual in a vicious circle. Thus, for lack of cash, the slum householder makes frequent purchases of small quantities of food at higher prices. The slum economy turns inward; it shows a high incidence of pawning of personal goods, borrowing at usurious rates of interest, informal credit arrangements among neighbors, use of second-hand clothing and furniture.<sup>25</sup>

Home Management--Home management is defined as the dynamic and on-going experiences of planning and controlling, which embrace those actions directed toward the achievement of family goals under conditions of uncertainty and limited resources.<sup>26</sup> Home management includes the use of total family resources - time, people, property, money, information, economic institutions, government and legal institutions and community institutions.<sup>27</sup> Unfortunately, low



income and disadvantaged families are either severely lacking in, or unaware of these resources, and lack the skills in making the best of what they do have.

Financial and management difficulties are not limited to any one income group. They have profound effects on a wide segment of the population. Case studies by Bivins in The Spender Syndrome <sup>28</sup> indicate that almost all families have financial problems in managing their resources, regardless of family income, number of children, or occupation of the husband. Watters <sup>29</sup> found that the chief cause for marital difficulty was conflict over finances. The Special Senate Committee on Poverty found that "the poor are often handicapped with respect to purchasing power by lack of education, experience, information, training, and opportunity as well as by lack of ready cash. <sup>30</sup>

True, we have seen that problems in management of family resources are not limited to the poor. But these difficulties do, in effect, have much less serious consequences for the rich than for the disadvantaged.

Help with financial management is an obvious need of disadvantaged families. Their limited financial resources make it necessary for them to make every dollar count. Unlike those with less limited incomes, the disadvantaged have little or no margin for absorbing mistakes in money management. An error may mean physical suffering, denial or financial disaster. In addition, the dis-



advantaged families are exposed to the same pressures to buy as everyone else. The claims of advertisements, lack of meaningful standards for evaluating the quality of goods and services, the cost of credit, the confusion in packaging, and the right to protection are matters with which the prosperous and the poor, alike, must contend. Everyone has to make decisions about how he will spend his income in this environment of pressure; it is difficult enough for the well-educated persons to make wise decisions, but the disadvantaged who most need to make them are least prepared to do so. 31

Planning--Planning is a sub-function of management which requires that choices be made among alternatives. Cavanagh points out that the freedom of an individual to make his own decisions also includes freedom to make unwise and unsound decisions. But, "clearly, coupled with our freedom to decide comes the responsibility of acquiring sufficient skill in the art of decision-making to avoid at least the more serious mistakes." 32

The necessity for planning the use of total family resources develops from families not being able to have all of the goods and services they need or desire. The need for more adequate knowledge and decision-making skills amongst the poor is well stated by Milton Moss:

A person with more information about consumption and investment is potentially better off than his counterpart with less information but with the same amount of time to choose. The more knowledgeable person may obtain the same bundle of goods for lower prices, or out of given income, obtain a larger bundle, or make a better choice, because enhanced knowledge permits him to find the lower prices or the better quality of goods, or the investments with the highest rates of return. 33



Studies differ in their reports of planning practices among families of different income levels, but almost all conclude that education is more important than income in predicting the degree to which individuals plan and are competent in decision-making.<sup>34</sup> Since one of the characteristics of low-income and disadvantaged people is their lack of education, it seems probable to assume that planning of family resources presents a major problem to the poor. The importance of planning cannot be over-stated. To quote Collins:

For many families, deciding how to spend their monetary income is one of their biggest, if not the most important decision, they must make. What makes the problem even more difficult is that this decision must be made over and over throughout the family life cycle . . . But regardless of who makes the decisions, most family financial authorities agree that each family should have some plan for spending and saving and that this plan should be one that recognizes the worth of each family member.<sup>35</sup>

Controlling--A second sub-function of home management is controlling the management plan. We have already noted the inverse relationship between socio-economic status and the degree of responsibility assumed by the wife. Jackson<sup>36</sup> suggests that a possible reason for this could be due to the fact that, in lower income groups, expenditures are usually concentrated among fewer categories of goods and services. Since spending is directed toward attaining short term and immediate goals, there is less need for involved cooperation and collaboration between husband and wife on expenditures. Among the working class, the wife usually feels that the control of the family finances is her domain, either because the husband is not capable of maintaining a sound dispersal policy, or because of husbandly default.



Attitudes toward management--Studies indicate that both middle and low income groups generally have positive attitudes toward money management and a large proportion have positive attitudes towards budgets. But while most seem to believe in budgets, few actually keep written budgets.<sup>37</sup> Watters<sup>38</sup> found that management practices were most strongly influenced by education. The women in her study expressed their need for more information on family values and goals, budgeting, record keeping, social security, income tax, wills and insurance, and the use of credit.

Credit--Canada has experienced a phenomenal increase in the use of consumer credit since the end of World War II. "The growth of consumer credit has been three times as rapid as the growth in personal income . . . Canada is the second highest user of consumer credit in the western world."<sup>39</sup>

In the past there has been much concern about the deeply indebted poor. Yet, it is important to keep in mind that ready access to credit for the poor may also be a vitally important factor to facilitate improved income-earning capacity. "For example, credit may be required for the purchase of a used car that may be needed to get to work - or for something as ordinary as the purchase of stockings or clothing for a woman seeking to return to work - and may make all the difference in a family's progress out of poverty."<sup>40</sup> While Canada's recently reformed income tax law will actually permit up to \$150. in tax deductions for such expenses including tools, this does not assist the poor in making the initial purchase required to get to work.



But, despite these important credit advantages, there is strong evidence that the use of credit frequently involves families in substantial difficulties, especially those families whose incomes leave little margin for payments over and above the basic necessities of living.<sup>41</sup>

A study of low income families in Hamilton, Ontario<sup>42</sup> revealed that debts ranged to as high as 25% of gross monthly income. The over-committed debtor was not confined to any one income group. Heads of indebted families tended to be younger and with more education than those without debts, but those with debt problems had less education. Next to the purchase of furniture, appliances and a car, the third most common reason for borrowing was in order to pay accumulated bills. The average monthly balance remaining to heavily indebted families after expenditures for food, clothing, housing and debt repayments was \$48.00. Out of this amount, all other consumption needs had to be met as well as pension, insurance contributions and personal taxes. Less than 12% of the families thought that people knew enough about the costs of credit and almost half thought they had not received good value for the money spent on credit purchases. Such dissatisfaction reflects two-fold losses to the purchaser in paying more for lesser quality.<sup>43</sup> The Hamilton study also found that,

"In a substantial number of families . . . expenditures for current consumption are appreciably higher than available income, implying the use of credit to meet essential expenditures. Such families are least able to afford to use credit, but they depend on it to balance what are, basically, inadequate budgets."<sup>44</sup>



One conclusion of the study was the great need to educate consumers in the wise use of credit as part of school curriculum, mass media presentations, and adult education courses.

Other studies in the United States come to similar conclusions. Jackson's study offers conflicting evidence as to whether the poor prefer to buy on credit and on the incidence of credit use among low income families.<sup>45</sup> But, while the indebtedness of the poor is lower than the indebtedness of the average American,<sup>46</sup> the problem of credit among poor families is the higher proportion of total income which must be devoted to credit payments - often more than the family can really afford.

Wainscott<sup>47</sup> suggests that as family income decreases, fewer families: keep records, take action when they feel they have been cheated, pay cash for groceries, buy clothing from chain stores, are satisfied with furniture bought, own many appliances, use store credit to buy appliances, do comparative shopping, own cars, and use banks as a major source of credit. Jackson also refers to sources of credit for the poor. "As income and 'sureness' of the ability to pay increase, sources of credit will move from community retail to small loan to bank credit and charge accounts."<sup>48</sup>

All of these studies emphasize the problems of money management and the use of credit among the poor. Few people would suggest that wise consumer practices would solve the problem of poverty. But many would agree, and strongly suggest, that wise consumer practices might alleviate some of the worst aspects of poverty. Knowledge of actual practices of the poor can suggest new areas for education and action.



Savings--In reviewing the literature on savings, Jackson found that the higher the income, the higher the proportion of those who are able to save and are likely to save.<sup>49</sup> At lower income levels, fewer are able to save and the amount of saving is small. Families with incomes less than \$3,000.00 per year gave mostly short-term saving aims, such as unemployment, illness, and emergencies. Few mention saving for purchase of durable goods because most of such purchases are made out of current or future income. Amount of savings seems related to level of income, philosophy of life, ability to forego present satisfaction, attitudes toward thrift, and family size and age.

#### Specific Urban Characteristics and Needs

Over one-half of all disadvantaged families in Canada live in urban areas.<sup>50</sup> But empirical data for documenting the characteristics of an emerging urban family organization is sparse. Sussman and Burchinal<sup>51</sup> point to the importance of extended family relations in today's urban society. They found that the difficulty in developing satisfactory primary relationships outside the family in urban areas makes the extended family more important to the individual. To quote from their conclusions:

Understanding of the family as a functioning social system, interrelated with other social systems in society, is possible only by rejection of the isolated nuclear family concept . . . Institutions assume that the family unit is a small and isolated unit easily injured and upset by the many problems it faces in contemporary society. The therapeutic approach is to treat the individual or at best the members of the nuclear family. The kin network is



overlooked. Often, nuclear families respond hesitantly to the overtures of these institutions; the nuclear unit prefers to find solutions to its problems within the family kin network. When such solutions are impossible, then the specialized service institution may be used.<sup>52</sup>

While the extended family network seems to be important to urban families, Mirande<sup>53</sup> found that middle class persons were less involved with the extended family than were the upper or lower classes, and that social mobility was less disruptive of extended family ties among women than men.

Peter C. Pineo<sup>54</sup> attributes the following characteristics to urban family relations: higher rates of family dissolution, lower birth rates, greater egalitarianism between husband and wife, and more permissive child training.

The major concerns and needs of urban homemakers have been the focus of many recent studies. Nair's<sup>55</sup> study found that urban mothers' contributions to family economic development through household production, task performance, and decision-making were still at very high levels in urban homes, despite technological innovations and "labor-saving" equipment which is so common today.

The homemaking problems and concerns of young urban homemakers, as assessed in Parker's<sup>56</sup> review of the literature, include management, child development, foods and nutrition, housing, finances, consumer education, marital responsibilities, and, to a lesser degree, family relations, home furnishings and home safety.



A more recently publicized concern of urban women is that of day care facilities for working mothers. The Vanier Institute of the Family has done a complete study on the need for day care facilities in urban areas. The study asserts that supplementary day care services are needed in the community for the following reasons:

1. Many mothers work (because their income is essential, or they want to continue a career, or to find fulfillment as individuals);
2. Many one-parent families (widowed, separated or divorced) exist today;
3. Mothers who wait until their children are of school age before returning to work often leave for work an hour or more before school doors open, are not available to prepare noon meals (which are not always available at elementary schools), and often do not return home until two hours after school finishes for the day;
4. Apartment living, concentrated housing with lack of adequate safe-play facilities, and increased family mobility all tend to confine children and their circle of friends, thereby depriving them of an important and necessary part of growing up;
5. Facilities for emotionally, physically, and mentally handicapped children are currently minimal, thus often preventing these children from making the most of their abilities and placing severe strains on family relations and stability; and,
6. Disadvantaged families may have time to spend with their children but often are unable to provide adequate play activities, constructive toys or sustained interest for their children. 57

To quote from the booklet Day Care: "Most families, at one time or another, need to make use of some form of supplementary child care services . . . Child care services can assist parents, and at the same time, enrich the lives of their children." 58



The Report of the Royal Commission on the Status of Women in Canada states that, in view of the magnitude of the need, governments (municipal, provincial, and federal) must assume the major responsibility for the establishment and operation of day care centers. The Commission also recommended that day care be lifted out of the context of poverty and welfare by having parents pay for their use of the centers, but with a sliding scale of fees based on income and with increased child allowances. 59

#### Implications for Community Development

We have seen that many disadvantaged families have problems related specifically to the family - such as poor inter-personal relations and family communication; lack of decision-making skills as applied to family concerns; family isolation from the community and its organizations; poor health, nutrition and housing; problems of home management, planning and controlling family resources; and problems of misuse of credit. It would appear that by improving these skills, families would improve their standard of living, quality of life and self-esteem, be less dependent on services, and be better able to cope with an urban environment.

Many of these skills actually form the foundation of home economics - home management, budgeting, consumer education, family living, clothing and textiles, and foods and nutrition, as examples. Thus it would seem that the family-oriented home economist could play an important role in community development, working with disadvantaged families to improve the understanding, knowledge, and skills so essential



to improved family and community life. The challenge for community development lies in recognizing these family problems and needs of the disadvantaged, and in incorporating appropriate rehabilitation and preventive measures into community development process and programs.

We have discussed the characteristics and the many needs of disadvantaged families in an urban setting. But one might question whether we are justified in proposing that community development can work effectively through the family unit. Let us now establish the relative importance of the family in the social change process.



## CHAPTER III

### THE FAMILY AND SOCIAL CHANGE

#### Introduction

There are many conflicting views on the role of the family in social change from the view that the family's role is an adaptive one to the view that it is a filtering one, on to the view that the family is, in reality, a facilitator of social change. There are, as well, many who view the family as inhibiting social change. Whatever the view, it is certain that the family has an important role to play as an independent and interacting force in social change.

Because the family has such an important role to play in social change, perhaps it should be given greater consideration and study as a positive force in the socio-economic development of disadvantaged or underprivileged areas. Reuben Hill makes a rather appropriate call to arms:

The day of taking the family for granted should be drawn to a close in America. Family specialists must consider what concerted effort they can make to help all families in a program of family development, which, in a democratic society, can be seen as a progressive upgrading of families comparable to urban development, economic development, and community development . . .

The capacity of families to take up the slack in the social order has limits which should not be tested by continued negligence. The tremendous resilience and recuperative strengths of families must be fostered and developed. The formulation of national policies which deal with America's millions of families as a precious national resource in social organization should be undertaken by this generation.<sup>1</sup>



Schlesinger sees a need for more family-centered approaches in working with disadvantaged and multi-problem families, to facilitate the change process.

Casework literature now stresses the importance of the family-centered approach in both diagnosis and treatment. Seeing the members in process of interaction with one another is particularly useful in the case of multi-problem families, since their ability to verbalize is usually very limited. The family provides the obvious setting, moreover, in which the skills of interpersonal relationships, which are so lacking in multi-problem families, can be learned and may then perhaps be carried over into relationships outside the family.<sup>2</sup>

Mrs. M. Hartley, Counsellor with the John Howard Society, stated in a radio interview that, "the family is the best rehabilitative unit we have, and we should start using it to advantage."<sup>3</sup>

Geismar and Ayres, in their St. Paul project, found family solidarity to be the most significant factor in growth.

If such solidarity can be strengthened, the prospects of change are greater. Lack of identity and self-esteem are common problems, and if the family can be helped to agree on small goals, the individual members can derive ego support from the rest of the group and a sense of solidarity and identity may be gained through a joint effort.<sup>4</sup>

The author accepts the viewpoint that the family has a crucial role to play in the socio-economic development of disadvantaged and underprivileged areas, but wishes to examine more carefully some of the conflicting views as to how it plays out this important role.



Resistance to Social Change: the Concept of Cultural Lag

Rapid change in one part of the culture requires that corresponding adjustments be made in other related parts of the culture. Such adjustments, however, are frequently made only after considerable time lag. The intervening period is one of maladjustment or disorganization. Most often, the change originates in material invention, with the necessity for adjustment occurring in the non-material, adaptive culture. This concept is usually referred to as "cultural lag".<sup>5</sup> Changes in inter-relationships between the family and other social institutions do not usually follow freely or at an even pace with technology. Non-material culture (values, attitudes, customs, institutions, etc.) generally lacks the universally accepted standards or worth of material (technological) culture. Hence, changes in non-material culture are generally slower and lacking in direction as a result of lack of general agreement and awareness. In these uneven rates are to be found the sources of culture lag. On the level of the family, changes in other social institutions or technology may lead to crisis and disorganization of family living patterns. The family, being a primary group in which the individual first participates, acts as an intermediary between the individual and the outside world. Thus, the change is filtered through the family - recognized, evaluated, accepted or rejected, and adjusted to. Change only occurs when the family understands and is accepting of the new, perceiving the change to be of positive value to its lifestyle.



William Goode gives some examples of family resistance of change to meet new needs created by social changes. He suggests that the modern conjugal system has not yet found ways to cope with the structural disruptions caused by divorce. Also, the family has not yet adjusted to the increased economic freedom offered to women by industrialization. To quote his work:

The primary status of women in all societies is that of housekeeper and mother, so that, in spite of higher levels of technical training, women have not developed a commensurately high level of career-mindedness over the past half-century in Western countries. Indeed, toward the higher social strata, where women are better educated, a lower percentage of women are in the labor force, but apparently a higher percentage would like to be.<sup>6</sup>

Another example of family resistance to change is found in family fertility values.

To lower the birth rate . . . requires a change in family pattern, an alteration of individual goals . . . Since the socialization of all individuals has emphasized the importance of fertility, the attempt to lower the birth rate requires an important shift in the attitudes, habits and values of individuals relative to their family roles. Indeed, the situation raises the recurrent sociological question, "How much can family custom be changed by conscious plan?"<sup>7</sup>

#### The Family as Adaptive Agent

Despite the family's resistance to change and its slowness as a result of cultural lag, it must change. Janet Wardlaw, Dean of the College of Family and Consumer Studies at the University of Guelph, commented on the interaction of family and technology.



"Families cannot operate in isolation and remain unaffected by technological changes. We must recognize and accept the fact that families will change and with a mission related to the well-being of families." <sup>8</sup>

The classic view of the family in relation to social change is that of a passive adaptor to change with the phenomena of industrialization and urbanization having profound effects on family structure and function. Ogburn and Nimkoff held that the industrial revolution was the force that changed the farm family and was basically responsible for the "modern American family." <sup>9</sup> They believed that industrialization had several immediate consequences:

Industrial organization eventually outgrew the family . . . The factory, instead of the home-stead, became the unit of production. The factory was too large to be manned by even a very large family. Thus the adoption of the machine resulted in sweeping changes in organization; factories needed laborers who could be more readily obtained in cities than on farms; urbanism and industrialization worked hand in hand to change the structure of American society; industry needed laborers and the cities grew to provide them. <sup>10</sup>

From this point of view, as many rural families were assimilated into city life, a new family form emerged - that of the small nuclear family, whose structure and functions changed considerably from the rural form. <sup>11</sup> Edwards states:

In essence, this now classical position contends that the extended family . . . places undue restraint on the mobile labor force demanded by



an industrialized economy and interferes with efficient functioning. Consequently, family structure accommodates . . . youth are accorded considerable freedom . . . little allegiance to any extended unit is asked. The industrialized economy, furthermore, demands the services of only specific family members . . . Both in terms of structure and function, the family, under the impetus of industrialization and urbanization, is comparatively small, has fewer functions, and is relatively isolated.<sup>12</sup>

Leslie, in his book, The Family in Social Context, reviews the work of William Ogburn, who viewed the family in an adaptive role.

Ogburn viewed the family not as an active causal agent in social change, but as being acted upon from the outside, as passively adapting itself to changes in the larger society. Looking outside the family for the primary source of social change, Ogburn found it in the increasing rate of invention in a technologically oriented society.<sup>13</sup>

Vincent attributes the very survival of society in change to this adaptive role of the family. He refers to the family's role in helping individuals make adjustment to an ever-changing environment as the adaptive function. He states that, "The family, to a greater degree and more frequently than is true of the other major social institutions, facilitates social change by adapting its structure and activities to fit the changing needs of the society and other social institutions."<sup>14</sup> Vincent claims that it is the family's small numerical size and its lack of organizational tie-in with all other families that predisposes the individual family to adapt to the needs and demands of the other social systems and also, facilitates its adaptation to the needs of its individual members.<sup>15</sup>



At least three crucial points may be hypothesized concerning reciprocal adaptation among various social systems: (1) Social institutions or systems other than the family adapt to the degree that such adaptation is in the best interest of their respective goals. (2) If there is a conflict of interests or goals, it is the family which "gives in" and adapts. (3) The family adapts for lack of an alternative and in so doing serves the goals of other social systems and facilitates the survival of a society based on social change. 16

Concerning this thesis of an industrialized society characterized by rapid social change necessitating a highly adaptive family system, Vincent goes on to say:

This adaptiveness of the family will be interpreted by some as evidence of weakness, and by others as evidence of strength. Those who view it as weakness may point to the family's loss of power and authority, while those who interpret its adaptability as strength may see the dependence of the larger social system on the flexibility of the family and see the family's adaptive function as crucial to its socialization and mediation functions. 17

#### The Family as Filtering Agent

There exists today a growing awareness of the family as a filtering or mediating agent in social change. Goode discusses the family's mediating function through the link it provides between the individual and the larger social structure. 18 He sees it as providing a set of social forces that help control and guide individuals as they go about serving the needs of society and fulfilling their role obligations. In his words:

Only if individuals are motivated to serve the needs of society will it be able to survive . . . What is needed is a set of social forces that



responds to the individual . . . supporting his internal controls as well as the controls of the formal agencies. The family, by surrounding the individual through most of his social life, can furnish that set of forces . . . Thus it is through the family that the society is able to elicit from the individual his necessary contribution. The family, in turn, can continue to exist only if it is supported by the larger society. 19

Goode is stressing the family's important role in the filtering of social change. Changes in society or technology affect individuals who must then process and evaluate these changes in their own minds. Since most individuals are part of a family, they are continually interacting with the family while the changes are being circulated in their minds and assessed. In other words, the family as a primary group is influencing the ultimate attitudes the individual will develop regarding the change - in essence providing the filter that will affect the strength and character of the brew.

To the extent that the change affects the individual, it also affects the family - some changes more so than others. The degree to which resistance to change occurs can therefore be affected by the extent to which the family interacts with the individual and brings pressures of approval or disapproval to bear on him. To be effective, change of any kind must be accepted by individuals. But it must first be filtered through the family system of attitudes, values, and understanding before individuals either accept or reject the change. In this function, the family



can act as either an inhibitor of change (eventually having adaptation forced upon it), or as a facilitator of social change, (in that the family perceives the change as having value for them).

#### The Family as Facilitator

Many social scientists attach great importance to the family in a third role as a facilitator of social change. Bell and Vogel,<sup>20</sup> Goode,<sup>21</sup> and Furstenberg<sup>22</sup> all hold that the family plays a more active role in social change than that of passive adaptation.

. . . the nuclear family is seen as being linked in a series of interchanges with the economy, politics, community, and value system. Each of these systems contributes goods, services, leadership, or support to the family. In turn, the family contributes its labor, assets, loyalty, and acceptance. Though the specific interchange may vary considerably from one social situation to the next, the important fact is that a two-way process exists, and it is assumed that some degree of reciprocity must occur for the society to maintain a semblance of equilibrium.<sup>23</sup>

Reissman acclaims the importance of the family in facilitating social change and suggests that the mutual aid and support derived from the extended family situation is essential to individuals in their efforts to cope with or make changes in an essentially negative and hostile environment.<sup>24</sup>

As previously discussed, Goode stresses the importance of family patterns and influences in facilitating or hindering social change. As an example, he refers to the relative ease with which



Japan was able to industrialize as compared to China's attempts. He cites differences in patterns of inheritance, in the relationships between family and state, in strength of belief in nepotism, and in methods of upward mobility in society as being the reasons for the difference in ease of industrialization.<sup>25</sup>

The central notion of Goode's book, The Family, is that family and industrial factors are independent but interacting. Neither fully determines the other, although both influence each other. He even goes so far as to say that the family's newly strengthened functions, such as the responsibility for maintaining the emotional input-output balance of the individual, deal with problems which the industrial system cannot handle.<sup>26</sup>

Goode's analysis of change in some of the world's major family systems suggests some general propositions that cast doubt on the traditional view of the relationship between industrialization and the family. Goode concludes:

- (1) there are indigenous sources of change in family systems, before industrialization takes place;
- (2) the relations between industrialization and family patterns are complex and still not sufficiently understood;
- (3) the family system itself may be an independent source of change facilitating the transition to industrialization; and
- (4) some apparently recent characteristics of the family may actually be very old social patterns.<sup>27</sup>

Thus, the family is seen as being an independent but interacting force in social change. Families who are equipped to handle their affectional and socialization functions well and who are able



to manage their family resources with skill, provide the home environment in which the individual is free to grow and develop and free to expand his horizons to the community level. In this way, the family may well be the seedbed of all community action.

### Internal Changes in the Family

#### Changing Family Functions

Historically, the family has performed many essential functions in our society. These included the economic, protective, religious, recreational, educational, socialization and affectional functions. Today, Western family functions have been drastically altered, along with and sometimes lagging behind our rapidly changing industrial society. Elkin, in his review, The Family in Canada, repeatedly stresses that any picture we get of the family must be considered a "fleeting" one.<sup>28</sup>

Parker suggests that:

Family life has been affected by many social changes, such as the mobility of the population, increase in leisure time, increase in women working, increase in earlier marriage and the changing role of family members. Although the family no longer performs certain functions, such as the production of food, the basic physical and social needs remain unchanged.<sup>29</sup>

The author disagrees with Parker's statement that the family no longer performs certain functions such as the production of food. Rather, the degree and type of home production of food has been altered. This idea of changes rather than losses in function is corroborated by Vincent, who states, "one can argue that in each case of a traditional function supposedly lost to the family as a social institution, the loss has in reality been but a change in content and form."<sup>30</sup>



Authors disagree as to the factors which generate these family changes. The factors may include those mentioned by Parker above, or other sources such as the changing economy, urbanization, universal education, and the increasing liberty of married women to make choices concerning economic participation.<sup>31</sup> But most authors maintain that certain essential functions, namely the affectional and socialization tasks, now have increased importance in family life.

The family as a social institution combining primary socialization, economic, welfare, recreational and other functions has been sundered. There ensued a distribution and sharing of these functions by other institutions - thereby producing further structural change. Meanwhile, the family is not about to disappear, as some of its previously less notable functions become prominent - adult sexuality and personality formation, initial socialization, and social placement of infants and the young.<sup>32</sup>

Changes in functions of the family are not always viewed as a loss to the family. Parsons suggested that changes occurring in the family involve gains as well as losses and that when functions are lost by a particular unit in society, that unit is then more free to concentrate upon other functions.<sup>33</sup> Leslie supports Parson's view that the changes in family function are not necessarily undesirable. He states that:

The fact that the family's functions do change and adapt is not necessarily undesirable. In fact, the freeing of the family from the many tasks which it performed previously may actually enable it to perform its remaining tasks more successfully. As an agency for meeting the



continuing affectional and personality needs of both adults and children, the modern family may be well adapted to the requirements of an industrial society. 34

The Introduction to Report No. 10 of the Royal Commission on Agriculture and Rural Life very aptly describes the changing character of today's family, and, particularly, the inter-relationships between our social institutions.

Just as the family affects society, so economic and social changes in society affect the character of the family. The family is not static, but differs in outlook, patterns of behavior, and characteristics with changes in methods of production and in social institutions. But this does not mean that it is more or less a "family". It is simply a different type of family. The bonds of affection and support may be as strong as they were in the earlier family in a different environment. 35

Leslie stresses the overlapping of the roles of the family with those of other institutions such as the economic, political, educational and religious institutions. 36

In fact, this complex sharing of roles is but one more characteristic of today's family. And because today's society is more complex and consumer oriented, the family becomes in a sense a mini-corporation faced with a wide variety of decisions regarding the use of its resources (economic, human, time, energy, property, information, government, legal and community institutions).

The family manages these resources, whether consciously or unconsciously, well or badly, depending upon the family's knowledge, values, and decision-making and problem-solving skills.



Increasingly, this management function becomes more and more essential to family preservation in today's urban society.

#### Changing Family Structures

The family has changed in its structure as well as in its functions. With increasing urbanization, industrialization and the accompanying increasing mobility, social analysts in the early Twentieth Century widely assumed that the former complex kinship networks had declined substantially, leaving the solitary nuclear family, isolated and independent.<sup>37</sup>

But Sussman's study of 97 middle-class, white, Protestant, parental couples in New Haven, Connecticut, and their 195 married children living away from home, did not support the notion of the isolated nuclear family.<sup>38</sup> As Leslie states, "Many nuclear families are not so isolated emotionally or financially, as they appear. Rather, they are imbedded in an inconspicuous kin network in which there is considerable continuity from one generation to the next."<sup>39</sup>

Edwards explains the controversy this way:

Much of the debate has been carried on at two quite distinct though not necessarily contradictory levels. When viewed in a cross-cultural and historical perspective, the American family is relatively small, isolated, and conjugal, in form; viewed atemporally and without reference to other family systems, the American family maintains fairly extensive kin relations even in highly urbanized environments.<sup>40</sup>



The concept of the modified extended family is probably most closely associated with the name of Eugene Litwak, who showed that cohesion of the extended family in the United States is prohibited neither by occupational mobility, nor by geographic mobility. He found, instead, that extended family relations can exist in a mature industrial economy, and may, for bureaucratic occupations, at least, actually promote occupational and geographic mobility.<sup>41</sup>

Leslie also speaks of the possible effectiveness of modified kin networks within an industrial society. "The modified, extended family is reality to a large portion of families today. There is every evidence that the existence of this kind of extended family unit is quite consistent with the occupational demands of a mature industrial economy."<sup>42</sup>

But this is not to say that the form of extended family relations has not been altered.

While the complete disappearance of primary relationships in the city is easily disproven, this was not the major contention of the sociologists making the prediction (that sharp changes in the style of interaction between ordinary people on ordinary occasions would result from urbanization). Rather, they contended that the number of such relationships had decreased and secondly, that their character had changed.<sup>43</sup>

This change in the character of these relationships appears to be towards fewer but more intense relationship with both relatives and friends, with more daily contact with friends than with relatives.<sup>44</sup>



To summarize briefly, the urban family has not really lost its basic functions, but rather has experienced a change in content and form. The emphasis now being upon the affectional and socializational function and the economic or consumer functions, families today, whether they like it or not, require a working knowledge and ability in the management of family resources at their disposal. Family structure has also changed in form - but not necessarily in quality - towards the modified extended family. Indications are that, even in today's complex urban society, the family continues to exert a strong influence on individuals, thereby affecting their processing and ultimate acceptance or rejection of social change.

#### Implications for Community Development

A review of the literature on the family and social change points to the quality and importance of interaction between the family and other social systems. The family is sometimes viewed as an inhibitor of change - resisting changes in material culture through its values, attitudes and customs, in what is termed "cultural lag". But the family is also viewed by some authors as a passive adaptor to change - absorbing the impact of urbanization and technology more easily than other social institutions, by adjusting itself to the requirements forced upon it, thereby being essential to the society's very survival. According to this view, which more recent studies tend to refute, the family's adaptive function necessitates the emergence of the isolated nuclear family



which has the flexibility and freedom from family ties required by the mobile technological society.

Others view the family as a filtering or mediating agent - providing intimate patterns of interaction which contribute to the attitude and value formation of individual members. In this role, the family is seen to have a strong effect on the individual's attitudes and reactions to social change, an influence which can either inhibit or facilitate change. The author accepts this view as providing the most complete picture of the family's role in social change because of its stress on the importance of family interaction in the change process. In this role, the family either hinders or encourages the acceptance of social change. For this reason, the community development worker must include the family unit in his analysis of the community problems and in his choice of methods to be used.

While recognizing the family as a filtering agent in the social change process, the community development worker must also be aware of changes in family functions and structure in order to understand more completely how the family can become a focus for community development. The author accepts the position that, while the family has experienced changes in content and form, it is not a dying institution in today's society, but rather, it has increased in importance in a rapidly changing technological society. The major changes in family form are towards affectional, socialization, management, and consumer functions. The family must learn these



skills well and utilize them towards creating happier and healthier home environments and communities. To this end, the community development worker must be aware of these needs in the disadvantaged and design process and program towards improving these functions. The family's structure is no longer that of the widely extended or isolated nuclear family. Rather, its form is that of the modified extended family in which interaction with both family and friends is less frequent, but more intense than formerly was true, providing strong influences over the individual members and their value and attitude formation. This, too, must be taken into consideration by the community development worker - the need to include the whole family in development work.

In summary, then, we may conclude from the studies reviewed that the family has an important role to play in social change. It provides support systems for individuals caught in the turmoil of change and assists them in the adjustment to a new mode of living. The family faced with disruptive external or internal changes musters what support systems and resources it has to meet the crisis and attempts to reorganize the family, hopefully, into a more productive and participating social unit. It may be said, then, that the facilitation or hindrance of social change lies within the strengths or weaknesses of the family situation. The family lacking in crisis-meeting resources or suffering from an inability to use what resources it does have, will experience great difficulty in re-



organizing effectively beyond crisis. In essence, the family may well be the focal point for all desireable social change. Based on the evidence presented in this review of the literature, the author feels justified in making this assumption. The challenge for community development is to be cognizant of the family's important role in social change and to find ways to utilize its potential forces in the facilitation of social change.



## CHAPTER IV

### THE HOMEMAKER: LINK IN THE DEVELOPMENT CHAIN

#### Introduction

Disadvantaged families generally lack the knowledge, skills and resources required to improve family life and the home environment. Yet we have seen that strengthened families can provide an impetus to further community change - as the quality of family life improves, it enables that of the community to improve. Community development, for the most part, has ignored the family as a crucial force in the change process, not recognizing the importance of improving the family life of society's many disadvantaged people in order to create a climate favorable to change. The effectiveness with which the family's resources and home are managed by the homemaker (or, jointly with her husband) determines to a large extent how well-prepared the family will be to respond and adjust to change.

While the author recognizes changes in the roles of husband and wife towards more sharing of homemaking and management concerns (particularly when the wife is also working) she also recognizes that initial contact with families is often easiest through the woman. She holds a key position in the family: family activity and the quality of the home environment generally center on her skill in managing family resources.

Many prominent development workers have also recognized the importance of the homemaker in the family undergoing social changes.



Dr. Charles Egger, UNICEF's Deputy Executive Director, makes this statement: "Woman has a natural role to play in bringing about social change, for she influences the men and children." <sup>1</sup> In this chapter, we will discuss the homemaker's very important linking role in this development process, and show how community development can most easily function in attempts to improve family and community life through contact with the family members who assume these homemaking and management roles, most commonly, the woman. The importance of the woman as the linking force between the family and the community development worker is a concept which must be recognized and utilized to its maximum to gain access to a disadvantaged family or community and to encourage changes within them.

Management of Family Resources: Key to Effective Family Change

Robert J. Havighurst in Human Development and Education lists one of the eight important developmental tasks common to young adults as managing a home - learning to manage the household routines and finances in a way which facilitates family living. Parker quotes from his study, saying "The success of family life depends upon how well the home is managed." <sup>2</sup>

The Saskatchewan Royal Commission's Report, The Home and Family in Rural Saskatchewan, stresses the importance of home management to family living. In their study, home management is defined as "a mental process" through which one plans, controls, and evaluates the use of family resources (time, money, energy, materials, interests, and abilities, knowledge, skills and community facilities) in order to



achieve family goals." <sup>3</sup> The Commission Report describes Dorothy Dickins' study of home management among 936 low-income farm families in Mississippi.

The effects of good household management upon family living in Mississippi were unmistakable. As the homemaker's competence in management increased, the material level of living rose significantly . . . Over a period of a year's time these families had a greater increase in net worth. They had less illness, they participated more in educational clubs, they read more, and their children were less likely to be retarded in school.

These above-average home managers stood out in their ability to plan and direct family resources and to make selections of goods on the market. <sup>4</sup>

Hazel Stiebeling, FAO home economics consultant, describes the homemaker's role in the family and her vast potential in facilitating social change.

"Whether living in a subsistence agricultural economy or in the sophisticated money economy of the city, women as wives, mothers, homemakers and producers make important contributions to the economic and social development of a country. Occupying as they do a key position in the family life structure, women in their homes can add to the health and vigor of a nation by applying sound knowledge of nutrition, hygiene, child care and home management in maintaining homes that are suited to the needs and aspirations of the family. As consumers of goods and services, they can have tremendous economic and social power. In developed countries, for example, billions of dollars a year are spent - chiefly by women - for food, clothing, home furnishings, and other goods and services that families use . . . As women manage time, energy and goods efficiently, they contribute by conserving and enhancing the country's human and spiritual dimensions as well as its material resources; and as they contribute



to the welfare of community and nation by fulfilling duties of citizenship, they bring better living both to their own families and to families everywhere . . . as producers of goods or services in the family enterprise, as unpaid family workers, or as members of the labor force, they contribute to the economic life and well-being of the family, community and nation." 5

Although home management and planning are increasingly gaining recognition as a family affair, the wife by tradition and practice still plays the key part in this activity in many homes. It is she who so often serves as catalytic agent in developing the co-operation of all family members to do a particular job or to work towards a goal which is to benefit the whole family. It is she who cultivates and transmits the basic skills of housekeeping, cooking, sewing, and child care. Her information, whether good or scanty, and her attitudes, whether constructive or defeatist, obviously are related to the satisfactions that her family experiences. And the homemaker's own capacity and skill in playing her roles are related to the opportunities she has to learn from others and to participate in the larger community. 6

To the extent therefore that women in the performance of the role of homemaker are cognizant of the social forces which are requiring adaptation and change from individual family members and from the family generally; to the extent that they recognize their own role in facilitating adaptation and change; to that extent, social change will come more easily within the family and community.



### Technology: Changes in the Homemaker's Role

Technological advances have brought about many changes in the homemaker's role. Hoffman and Wyatt list the following changes:

1. Housework has become less time-consuming.
2. The remaining household tasks are the dullest and most uncreative (e.g., dusting). Areas where formerly a woman could make a special contribution as homemaker have been lost through the greater availability of commercial products (e.g. package mixes) and through standardization of techniques (e.g., the modern cookbook).
3. There are more women employed outside the home and greater opportunities for women to find employment.
4. A housewife's time has potential monetary value, and, because of mass production efficiencies, performance of tasks in the industrial setting is more efficient than their performance in the home. In most cases, it is more economical for the woman to work for wages and buy commercial products than to spend her time making products at home for her own family. 7

Perhaps the most dramatic change in the role of women in Western society has been the dramatic increase in the number of women in the labor force. The late President John F. Kennedy noted in 1963 that about one-half of all women between the ages of 25 and 54 were gainfully employed, more than triple the proportion in 1900.<sup>8</sup> Taylor notes that "with the post-war shift in male ideology, the women's right to enter the labor force has become a virtual responsibility. She is expected in the early years of marriage to contribute to the family's economic welfare."<sup>9</sup>

More recently, these quantitative changes in women in the labor force have become qualitative as well, with increasing levels of



responsibility, intellectual challenge, and power. With this qualitative change in the economic sector has come a qualitative change in the family sector. Increasingly, male and female roles within the family are merging as we witness a growing respect for the importance of every member of the family unit and also, a greater sharing of responsibilities. Studies have shown that these changes have not had the destructive impact on family relations previously supposed. In fact, they have often had positive influences in that women show increased freedom and participation in family decisions.<sup>10</sup>

#### The Homemaker: Her Linking Role

Women, on the whole, are poorly prepared for the kind of participation demanded of them by their increased decision-making and home management functions, aimed at improving family and community life. Some community development programs, particularly in the developing countries, are now beginning to encourage this very essential training for women. Joan Smith, who worked with FAO in Thailand for several years, notes that work with women, although still a relatively new aspect of Community Development programs around the world, is now gaining almost full acceptance.

The importance of training women to play their part in the community is becoming not only accepted but the most important aspect of the work. The concept of home economics has changed and grown from the narrower view of craft skills to the broad view of home life improvement. The development of the individual, the family, and



the community are now recognized as being impossible without the participation of women. The limitations of craft and skill-oriented programs have expanded into programs for improved family and community living.<sup>11</sup>

Although urban homemakers have greater need of home and resource management and decision-making skills than ever before, few are adequately equipped for this important role in the family. Migration to cities often necessitates difficult adjustments in employment and family life, and even lower levels of nutrition, housing and sanitation. Economic and technological development may augment the material resources at the disposal of women and increase the availability of consumption goods of many kinds; but new problems arise. Women may find themselves without the benefit of much, if any, training or experience in the management of money to assure proper allocation of resources for satisfying the basic needs of the family. They may have little understanding of the inherent values of the things they buy in relation to price and intended use. They may lack skills in the use of the social amenities and economic services of an urban community.

Young and socially or economically disadvantaged families seem to suffer the most from this lack of adequate training, although it is widespread in all social classes. And it is the young and the disadvantaged who are the hardest groups to reach.



"A greater need for development of educational programs probably exists for the younger segment of the population than for any other group. . . In addition to the many new situations encountered in early adulthood, the complexities of an ever-changing society can present numerous problems to the young homemaker. Many of these problems she is inadequately prepared to solve. In former generations the young girl spent much of her time learning the art of homemaking from her mother; however, today girls spend more time in school and social activities with little time remaining for homemaking pursuits. Unfortunately, homemaking classes in the public schools are not able to reach all of the girls enrolled. Homemaking education for some girls would appear to be incidental." 12

Besner states that evidence supports the assumption that the lower class wife has relatively more duties than the middle or upper status wife, or lower class husband.

"This is especially noticeable in the area of family financial management. As socio-economic status decreases, there is a tendency to feel that "earning the money is the man's responsibility; spending it wisely is the woman's duty." The husband's role in finances thus ends after delivery of the paycheck. The lower class wife's greater investment in family life probably makes her the best target for family life education programs for most disadvantaged groups. But lack of consensus of opinion between husband and wife may cause problems so it is essential that the program meet the needs of all family members without threatening the position of anyone, especially that of the husband." 13

Besner re-emphasizes the importance of including the whole family (after initial contact achieved through the homemaker) in programs to improve basic homemaking skills and the management of family resources, so that all members feel a commitment to desirable



changes and are able to develop the skills required to effect them: the total family unit must build its resources for coping with crises and change. But to work with families and to encourage their development with the ultimate aim of improving community life, we must first make contact and generate trust. The homemaker occupies a key role in the management of family resources and she is usually the informal family head and key communicator within the family; influencing other family members and their attitude formation. For these reasons, she appears to have an important role in linking the community development worker and the disadvantaged family.

#### The Home Economist: Between the Homemaker and Change

Of all professional groups who are potential members of a community development team, working with disadvantaged families, the home economist is most naturally linked to the home and family. She has the traditional and very basic homemaking skills and knowledge required by families - nutrition, food buying and preparation, clothing and textile selection and care, home management, budgeting and the wise use of credit, child care and consumer education. By helping the homemaker meet these most basic family needs, the home economist is able to establish family contact and trust - to include the total family in the development process. When the home provides a healthy, well-managed environment, some of the family stresses may be relieved, thus permitting the family to cope with some of the other problems it may be facing - such as lack of adequate problem-solving and decision-making skills regarding the



use of family resources, poor family communication and interpersonal relations, and feelings of low self-esteem and confidence. In this way, the home economist is able to help the family in crisis learn to cope with its most basic problems first, thereby enabling the family, home economists and other professionals to focus more clearly on other sources of family tensions.

Since we have shown that the family is a very basic element in social change, the home economist, with her natural link to the homemaker and the total family unit, seems to have potential in overcoming mistrust and hostility and in facilitating family personal growth and development. Strengthening families and their crisis-preventing, crisis-meeting resources would seem to be the starting point for stimulating and facilitating improvements within the community. In this sense, the home economist would appear to have a unique contribution to make in community development.



## CHAPTER V

### THE HOME ECONOMIST: LINK WITH THE FAMILY IN DEVELOPMENT

#### Definition

We have already defined the home economist as a professional whose work is focused on strengthening home and family life by means of the substantive areas of home economics - food production, preservation and use; nutrition; family economics and home management; family relationships, child care and development; care of other family members; housing, household textiles and equipment; and clothing and clothing care. Her primary concerns include the following: assessment of family needs for food, clothing and shelter and the means to satisfy these needs; improvement of goods and services used by families; development of healthful, physical, economic and social family environment; education for responsible and effective family life; and, strengthening community life.

Thus defined, let us now explore what special training and competencies (apart from the traditional home economics skills) are required of the home economist working in development.

#### Special Training and Competencies for Development Work

Heieie discusses at length the type of training required by the home economist working in development. On the basis of her research and several years of experience in the field, she recommends training for home economists which includes the following: a "liberal" type of education as opposed to a "specialized" type; training in social or



cultural anthropology, language and communications; training in sociology, economics, political science, psychology, and the humanities; thorough knowledge of the concept of social change; some competence in social research methods; technical training sufficiently flexible to fit into the culture within which the home economist will operate; and, some acquaintance with competencies of other professions.<sup>1</sup>

Beyond formal training in all of these areas, the home economist working in development should, ideally, acquire during childhood and young adulthood some of the informal learning that results from travel and exposure to a diversity of cultural experiences, which tend to improve awareness, perception, and receptiveness to other cultures. She should have some opportunity to gain first-hand experience while training, and should also undergo some form of pre-work orientation regarding the change process and problems peculiar to the people and the culture.<sup>2</sup> In addition, she should acquire and develop effective communications skills.

It appears . . . that the ability to communicate may be a key in the development of successful intercultural workers . . . A home economics advisor working across cultural barriers can and must combine the roles of technical advisor, communications specialist, and humanist into one in order to be effective in the present era.<sup>3</sup>

Apart from specific knowledge and acquired skills, certain personal competencies are also recommended by Heieie. These include the following: a belief in the work to be done; cultural empathy (the skill to understand the inner logic and coherence of others' ways of life, plus the restraint not to judge them as bad because



they are different from one's own ways); a sense for politics; organizational ability; adaptability; ability to perceive problems from the point of view of others; patience; and appreciation and understanding of some universals of human behavior (such as how people react to frustration or how aggressive negativism may come from lack of understanding); love and humility; binocular vision (seeing the culture or situation as a whole); and, an understanding of the moral responsibility of change.<sup>4</sup> Heieie stresses the idea that these personal competencies need not be inborn but rather that they can be consciously acquired, cultivated and developed over time.

Seemingly, the home economist with such formal and informal training would have great potential in development work.

Someone must be available in development work with an understanding of family and community processes, with skill in various kinds of communications . . . to bring the knowledge of nutrition and home management in a manner that it will be acceptable by the people . . .<sup>5</sup>

#### The Changing Focus of Home Economics

Having just discussed the need for a "family" specialist with special training in development work, leads us to question why home economics is generally given very low priority in national development plans.

International and local funds tend to go disproportionately to production and industrial development without adequate consideration of needs of people as consumers in family units. Perhaps it is time that more stress be placed on study of consumer needs and the education of families to help them be more prepared to meet changing conditions.<sup>6</sup>



Perhaps the home economist's former tendency to communicate exclusively with the homemaker on homemaking concerns has made her an overly expensive ingredient in development. But with her scope expanded to "family" and "family management", she appears to have vast potential in helping families meet the crises of change and development.

But development workers are becoming increasingly aware that the problems of rapid urbanization and technology cannot be solved by specialists working in isolation.

"Professions and organizations must pool their skills in order that improvements can be made more consistent and effective." <sup>7</sup>

Dr. Lewis Lloyd also stresses this need for cooperation among professionals and agencies.

The real problems for the future lie not in defining what our profession is, but, first, in assessing the methods we use in meeting the objectives; secondly, in our relationships with other professions and particularly those having overlapping philosophies and objectives; third, in our collective abilities to establish meaningful contacts with related industries, agencies, and others. <sup>8</sup>

Dr. Lloyd also suggests that home economics can best meet the challenges of today and tomorrow by retaining a strong generalist background and expanding its interdisciplinary base in order to fully comprehend contemporary social problems and those of family life. With the wide scope of family life (from human development to consumer education) the content of home economics must be closely integrated with biology, sociology and psychology. <sup>9</sup>



If the home economist, the public health nurses and the family welfare workers interact, each of the three groups will learn something from the other two. All will be vitally concerned with the impact on the families to be served; each will modify its own contribution to the end that a common goal may be reached. 10

Thus, the fact that few home economists are currently employed in development roles is perhaps indicative of the pressing need for a change in focus of training for home economists towards family living and a "redefinition" of the home economist, placing more emphasis on the family and community aspects of her training.

Today's home economist receives three to four years of university training, eventually specializing in one of several main programs - usually, foods and nutrition, clothing and textiles, family living, or consumer education. The latter specializations are quite recent in home economics education, reflecting changing needs within our society. A family studies program typically trains the home economist in the basic home economics skills, such as foods and nutrition and clothing and textiles, but with greater emphasis on the other aspects of family living such as family development, the family in contemporary society, the family in crisis, management of family resources, child development, consumer problems, family theory and research in marriage and the family, the adolescent, the family in transition, and communication methods and techniques. Usually this training includes considerable opportunity for social science and humanities options. As an example, the family studies program initiated in 1970 at the



University of Alberta School of Household Economics is described in a brochure:

It offers the student the opportunity to study the social, psychological, economic, aesthetic and physical dimensions of the family and its environment. The program has an interdisciplinary component allowing students to take courses in a variety of subject areas: sociology, economics, psychology and anthropology. In addition, students take a basic core of the traditional home economics courses (foods, nutrition, textiles and clothing) in order to give them sufficient background to deal with some of the basic problems with which most families must contend.

In the fourth year a practicum is provided to aid the student toward integrating basic knowledge with practical experience as found in numerous service agencies throughout Edmonton.<sup>11</sup>

This undergraduate training can also be supplemented by graduate study of the family, the focus being on applied and interdisciplinary aspects of the family, in either a general program or family life education.

A general family studies emphasis could encompass coursework in a variety of areas: theory and research in marriage and the family, family dynamics, family economics, child development, or human sexuality.

A family life education emphasis would focus on programs, content and methods in family life education, including the dynamics of interpersonal relations.<sup>12</sup>

Other universities are also recognizing the changing needs in our society. For example, Mount St. Vincent University in Halifax has also recently adopted a general program in home economics with concentration on family studies, consumer studies, home economics education and clothing, and textiles and design. In the words of



Mary Morley, Chairman of Mount St. Vincent's home economics department, "there is an increased need for specialists with background in consumer economics and in family studies to work with individual families." <sup>13</sup>

But authors differ in their views on whether the home economist in development should be a generalist or a specialist. Martha Munz, Home Economics Consultant with CUSO, views the problem this way:

Home economics courses attempt to relate scientific discovery and theory to everyday living. The broad background of a general program in home economics is likely to be more useful preparation for home economics positions in schools and community development work . . . a home economics generalist is best suited to work right at the family level in community development, youth work, community services, or in secondary schools.

The specialist home economist directs her field of employment to a particular subject and therefore is useful in extension programs or community development more as a consultant and administrator in her field . . . <sup>14</sup>

While recognizing the importance and necessity of the specialist role as described above, the author disagrees that the home economist's work with the family necessarily requires "generalist training". The recent family-oriented home economics programs would appear to offer a broadly based "specialty" geared specifically to the problems and needs of families struggling in today's society. Perhaps the conflict of ideas merely lies in the definition of "generalist" versus "specialist", but at any rate,



the author agrees that such broadly based knowledge and skills are essential to development work, whether they be acquired by a "generalist" or by a "specialist" in family problems and development.

But a "redefinition" of the home economist as a professional working closely with families and their problems in a complex society, and the fact that her training has indeed made advances towards these goals, are not enough to secure automatic inclusion in development programs. Home economists must be able to communicate to the male authority structure in exact, understandable and quantifiable terms, just precisely what they and their programs could contribute:<sup>15</sup> that they do indeed have skills which are beyond the traditional homemaking role, and that they are able to communicate and work with whole families in development.

While some would advocate a change in name to improve awareness and understanding of the work of the "family" home economist,<sup>16</sup> the author feels that time and energy would be better spent in stimulating awareness of both the changing focus of the home economist's training in all aspects of family life, and her potential as a change agent in development work.

#### The Role of the "New" Home Economist in Community Development

##### The Ethics of Change

Questions and doubts come to mind for all change agents at some time. "What right do I have to introduce change?" Home economists need to be aware of the tremendous responsibility they assume when they attempt to introduce change. They need to be aware that they



are, in part, responsible for re-molding people's lives, changing living patterns and creating new expectations which the family may never be able to realize. Some change agents question the morality of thus affecting other people, but the author and others take the view that we have a moral responsibility to change the lives of disadvantaged families.

Perhaps the simplest and most humane thing to do would be not to introduce change - just leave the peoples in less developed countries as they are. Yet this choice seems unrealistic, too, for we know that the world "does not stand still" - that the only certainty of life is that it is always changing. 17

Heieie quotes Arensberg and Niehoff:

There are two forces in culture, seemingly contradictory, but not necessarily so. The first is a people's attempt to perpetuate their culture, to preserve its traditional customs. This causes conservatism, which is reflected in the average man who acts as the carrier of tradition. On the other hand, a culture must be made competitive in order to ensure its continuity. This leaves a role open for the change agent, the innovator. Thus, continuity comes about through change. 18

Thus, the question becomes not, "Will I try to change these families?", but rather, "What changes are functional for these particular families and how can the change be brought about with the least disruption and family breakdown?"

#### The Potential of the Family Home Economist in Development

The Extension Policy Committee report of the American Association of Land-Grant Colleges and State Universities, states that home economics has its greatest opportunity today to make a vital contribution to society, as shifts in national concerns reveal



broad recognition of the need for human development and recognition of the inter-relationships and inter-dependency of economic, human, and social development. 19

Education for family and community living has come to the forefront in the delineation of educational needs of the populace. Even in the present era of affluence, families are not without their problems . . . Responsibilities of the family are greater than ever before in an increasingly complex world. The kind of environment must be provided in the home and community that is conducive to maximum development of children and young people, and to the adjustments of adults to society . . . The demands and changes in society make it imperative that programs be dynamic and ever-changing . . . Extension home economics must channel its unique competencies to these problems. 20

The Report goes on to discuss the areas of national concern in which the home economist has a very direct role to play - including improvement of family stability, consumer competence, family health and housing, and community and resource development. 21

Stiebeling has also discussed the importance of home economics in community development.

Community development programs have as their primary goal the involvement of people in self-help activities related to the improvement of levels of home and community life. Participation in home economics programs has often been the motivating force leading women to community activities that contribute to the raising of standards for living of a large area . . . There can be no doubt that home economics can initiate and promote advancement in the status of women and can enhance their contribution toward raising family levels of living, including standards of nutrition, health, comfort, welfare and education . . . can do a great deal to make their lives easier, to raise family living standards and to help them keep abreast of social change. 22



Southerland describes the effects of a Home Economics Extension Program in Iran in 1964. Selected families participated in the U.S. Agency for International Development assisted program and showed marked increases in family income at remarkably little expense to the governments of Iran and the U.S.A. <sup>23</sup> Thus, it would appear that the home economist can also contribute substantially to the economic development of the disadvantaged.

Munz emphasizes the need for home economics knowledge and skills in total development.

Development plans in the past have been related primarily to production and economic expansion perhaps without enough emphasis on the consumer and needs of individuals and families to grow and develop at a rate that is comparable to that of the economic and social changes within the country . . . Considering the immediate applicability of the subject matter of home economics to daily living and the enormous number of families who could benefit, it would seem that governments should consider the possibility of expanding this branch of education both at the home consumption and technical and professional levels. One of the difficulties in measuring the value of input of these kinds of programs is that the benefits are not reflected directly in increased employment, or GNP statistics. But perhaps the indirect benefits are more far-reaching in terms of social and economic development of families than current methods of measurement can indicate. <sup>24</sup>

On the local level, Mrs. Enid Crockett, a member of the Board of Directors for Strathcona Place (a senior citizens' community center, located in Edmonton, Alberta), recently appealed to home economists for recognition of the tremendous need for their



assistance in work with senior citizens. Her examples of the need included work with the aged in budgeting and low-cost meal planning for one or two people; stimulation of awareness in clothing manufacturers of the need for front zippers, skirt lengths and shoes compatible with old age; the formation of pressure groups to improve the subsidies and low-cost housing for the elderly; and, improvement of the community's outreach and communication with those still capable of living in their own homes and communities, and able to live active and interesting lives.<sup>25</sup>

To further illustrate the need for home economists in development work, let us return to Hill's previously discussed crisis model. In this model, an external or internal event precipitates family crisis in which the family experiences disorganization and disruption, and then goes about the process of re-organizing and re-building whatever crisis-meeting skills and resources it can muster. By crisis-meeting skills and resources, we refer to decision-making techniques and problem-solving skills, related to careful and wise management of resources available to the family (money, time, people, property, information, and economic, government, legal, and community institutions). Included in these skills would be such things as: knowledge and understanding of food production, preservation, use and nutrition for health; home management and budgeting knowledge and skills; skill in interpersonal and family relationships, child care and development; and,



adequate consumer education regarding choices in the marketplace and the use of credit.

It would appear, then, that the home economist would be both important and of great help to families lacking in resources and skills for meeting and preventing crises. She could be a resource both for the acquisition of skills and for the management of available resources. As such, she has a responsibility to use her knowledge and skills in effecting change among the disadvantaged.

#### The Community Development Approach

Many organizations and researchers have noted the importance of the self-help and community participation and planning aspects of community development. In relation to extension home economics, we find the following philosophy:

Professional leadership in program formulation must be accompanied by the active participation of local people . . . The problems and opportunities identified in program planning must have relevance for human development of the community. Extension home economics recognizes the opportunities and the challenges ahead. 26

The Saskatchewan Royal Commission Report made this recommendation:

Local advisory boards should be established. In order to relate the program of extension services effectively to farm families and communities, local community boards, made up of leaders of interested organizations and individuals of special training and ability, should serve in an advisory capacity in the establishment and administration of the service. 27



These principles of self-help and citizen involvement are closely tied to the morality of introducing change - the people must assume some direction and control over their destiny in the true community development philosophy. It is important, therefore, that the home economist as a change agent be familiar with community development principles and techniques, and use them as far as possible in her work with disadvantaged families.

Development Links: Home Economist-Homemaker-Family-Community

The merits of development work focusing on both men and women are obvious. However, many workers are now suggesting a further extension to the whole family unit. Munz stresses the need for services for the whole family, related to improving home and community life. "Separate services for women or men alone tend not to promote development as quickly." <sup>28</sup> Munz views all members of the family as being integrally involved in the production consumption process, therefore seeing the need for them to learn together in order that acceptance of new methods by all family members becomes possible. <sup>29</sup>

In the area of home management, Watters is also impressed by the importance of the total family system in the planning and use of total family resources so that they will meet the goals and values of the whole family. <sup>30</sup>

The author believes that the stress in community development should be towards the total family, but recognizes the difficulties



inherent in this approach. As discussed in the previous chapter, the homemaker is often the most accessible family member, and, as informal leader, it is she who has the most direct effect on family life, having considerable influence on the attitude formation of other members and the quality of the home environment.

Cavanagh also draws attention to the importance of the homemaker, seeing her as the most obvious starting point for family life education.<sup>31</sup> Other studies show the importance of including women in development schemes.

For continued community improvement, the separate needs of women should be recognized . . . No program that excludes women can be ultimately successful.<sup>32</sup>

Munz notes six ways in which programs for the education and training of women have helped in development: (1) help initiate involvement of women in community projects; (2) help reduce the generation gap between women and girls; (3) help raise the status and aspirations of women for education and training for other members of their family; (4) prepare women and families to confront social changes; (5) improve personal pride and self-confidence (basic ingredients of development); and, (6) improve food habits at the level where the results will be more permanent and far-reaching than most other methods.<sup>33</sup>

But, while recognizing the importance of both the homemaker and the total family in development, it is also important that the family not be isolated from the community context.



The education of mothers and families can not be fully effective if isolated from the local community context. Decisions, even within the family, are never entirely independent - they tend to conform to culturally determined values. Creating a climate of change and receptiveness to new ideas and practices at the community level is, therefore, recognized as being an important means of supporting the mother in the modification of traditional child rearing practices.<sup>34</sup>

The Vanier Institute of the Family recommends that neighborhood or community centres work together with neighborhood schools to provide many services for the entire family. While stressing the need for work with and facilities for the total family, they also point to the potential value of such a centre as a neighborhood information bureau.<sup>35</sup> In other words, community development must attempt to view the total family in its total community context to be most effective. To this end, the home economist would seem to play an important role, working through the homemaker to reach the family and thus, to improve the community.

#### The Home Economist as a Community Resource or Teacher

Visiting homemaker services--A visiting homemaker service is an organized community service, provided through a voluntary or public non-profit organization and is given by qualified persons, under professional supervision. A major block to the understanding and acceptance of a homemaker service, both as to its importance to the community and its value as an occupation, is the low status accorded in our society to work in the home. Recognition of the importance and dignity of work in the home is essential, not only for homemakers, but for all who must, or choose to, carry it out.



The use of teaching homemakers, either as part of a general and well-established homemaker service, or sometimes as a separate service (e.g., in municipal departments, school systems and community development projects), is noteworthy, and calls for further development. Such homemakers do not replace an absent or sick mother but work with her in the home to improve disorganized conditions resulting from the effects of long-term poverty and/or her inability to cope with the family situation.<sup>36</sup>

Training of homemakers is uneven and spasmodic across the country, and there is clearly need for guidelines on standards of training and on qualifications of homemakers. An essential characteristic of homemaker service is supervision of the personnel, not just in technical matters of homemaking such as budgeting, marketing or home management, but also in human relations. "Skilled supervisors are unfortunately in short supply. Social work training is generally the best base for such supervision, with other disciplines (e.g., home economics, health, psychology) available for consultation . . . As standards of training are upgraded, experienced homemakers could themselves be a valuable source of personnel."<sup>37</sup> In short, homemakers are, or should be, part of a professional team, whether they operate within a broader agency (e.g., a voluntary family service, a public welfare department, or an organized medical "home care" program) or in a social agency exclusively devoted to homemaker services. The help of experts on health, social, and home management problems should certainly be available either through staff members of the



homemaker agency itself or on a consultive basis. The Canadian Council on Social Development's Report on Visiting Homemaker Services in Canada recommends that "Homemaker agencies should establish arrangements through which the services of other agencies can be called upon and health, social welfare and home economics expertise be utilized." <sup>38</sup> Thus, we see an important role here for the family-oriented home economist in both a consultation resource role and in the actual training of home visitors.

Home economics aides or para-professionals--Home economists are becoming increasingly aware of the tremendous need for work with disadvantaged and multi-problem families. Home economists have much to offer these families, but a major problem is to find ways of reaching them with information they need at a level they can comprehend. And even if all professional home economists were to concentrate their efforts in work with the disadvantaged, there would not be enough to reach all of these families in need.

One of the newest and most exciting approaches to these problems . . . is the use of the non-professional aide. A well-trained, well-supervised indigenous aide can be particularly adept in many instances in bringing about changes in the family . . . The paid non-professional aide gave a family informal nutrition education and at the same time gave them hope, helped change attitudes, and generally helped improve their way of life. <sup>39</sup>

Spindler offers suggestions regarding the selection of these aides.

Usually the best potential home economics aide is a woman indigenous to the group but perhaps a step ahead. She knows the language, understands



the problems and has entree to homes. Good aides, however, have come from the middle income group, with better education but with a real understanding of people. There are indications that a mature person rather than a younger person is most helpful. Certainly, much depends on the individual, and more experience in using home economics aides is needed before generalizations on the best qualifications can be made. 40

This approach is based on the theory that an indigenous aide has the ability to act as a communication bridge between the home economist and the family and, at the same time, is able to multiply the work of the home economist. Where programs resources are limited, the work with families with young children would appear to be the most promising. 41

The U.S. Department of Agriculture suggests that the methods to be used in a development situation be based on an analysis of the needs and socio-economic class of the population. For example, certain differences exist between low socio-economic and middle class families and these differences require certain adaptations in traditional programming. To summarize the Extension Department's recommendations:

For Middle-Class Audience

- Group learning
- Emphasis on subject-matter
- Leadership encouraged or required
- Abstract, subtle, indirect approach

For Low Socio-Economic Audience

- Individual and personal contacts
- Build confidence (do a small task with success)
- Develop pride (in home or personal appearance)
- Homemaker learns to be comfortable with and how to relate to others
- Assertive, specific direct approach



Through the training of home economics aides or para-professionals, the work with the low socio-economic family is generally made easier. But para-professionals can be effective with both low, and middle, socio-economic groups. The Federal Extension Service of the U.S. Department of Agriculture trains para-professionals in the philosophy that:

- The long-range goal is the development of the individual and her family. Teaching homemaking skills is a means of achieving this goal.
- Some homemakers may not be interested in attending meetings. For them, teaching will begin by home visits . . .
- A sequence of home visits will reveal interests and needs of the homemaker, will provide opportunity to try and to practice homemaking skills, and will move the homemaker to participate in a group of two or three, and, finally, in a larger group.
- It is important to motivate the homemaker to group experiences.
- The real focus must be on education. Service to the family should be given in terms of learning experiences. . . .
- Small evidences of change in people will be the mark of real progress.
- Too few professional home economists are available to make more than a token effort to reach the more than 9 million low-income families.  
• • •
- The warmth and support that program assistants offer the homemaker are important.
- Several agencies can work together more effectively than one, after responsibilities are defined. The trainer and the trainee need to know resources in the community to which the trainer can refer families with special problems. . . .

43

It is not within the scope of this thesis to delve into how or where the para-professionals should be recruited, how they should be trained, or how they can be used most effectively. These topics,



while extremely interesting, are theses in themselves, and it will suffice to state here that in theory and in the literature, the use of the home economics aide or para-professional seems to be of potential value.

Once a family is willing to accept educational help, regardless of the starting point, methods used, or by whom given, the improvements in the life of the family are usually varied, long-lasting and often very significant. Aides can be of great help.<sup>44</sup>

Still, there are problems connected with the use of the para-professional. Responsibilities, competencies required, and the limits of the para-professional's work must be thoroughly understood by both para-professional and professional workers. The contributions of the program assistant should be based on warmth, neighborliness, and mutuality. The professional's role must be more objective and impersonal. Both aspects are needed. The program assistant should be able to do things of a more personal nature with the homemaker than a professional worker could take time for, or would find wise.

The professional people must understand how the program assistant may and does contribute, and to respect that contribution . . . The professional worker should see the program assistant as a server and dispenser, as one who takes the "doing" jobs and releases time for the professional to do program planning, guiding, and appraisal. The program assistant should see the professional worker as a program leader, as one with responsibility for all aspects of the educational program, who supports and helps program assistants in their every-day activities.<sup>45</sup>



Volunteers--A variety of factors contribute to the need, now generally recognized in many large urban areas, for services which provide opportunities for recreation, activity, and remedial teaching for children and which give help and advice in household management.

These factors include the size of the family, the age of the children, the dirt and poverty of the living conditions, the frequent pregnancies, and the additional burden which inadequate fathers create for their wives. Services for children, moreover, provide a useful bridge in the building of relationships between caseworkers and mothers . . . In groups of these kinds (evening play groups) there is a useful role for voluntary workers in partnership with professional supervision.<sup>46</sup>

The use of volunteers parallels the use of the para-professionals in development, but generally on a lower level.

The use of volunteers is a very significant aspect of programs for women. A number of countries depend on volunteers to staff women's clubs and community development projects. A major contribution of the volunteer is to mobilize public opinion in favor of social services in addition to her practical contribution to specific functions in women's clubs, day-care, youth or community centers. The strengthening of training schemes for volunteers could be most effective in facilitating further progress in women's activities.<sup>47</sup>

But, despite the need for the obvious advantages in the use of the volunteer, Spindler outlines a few of the problems inherent in their use:

. . . volunteer aides can be used, however, paid aides are advantageous in that they stay on the job over the longer periods of time necessary to produce change in the hard-to-reach families . . .



Volunteers improved to such an extent that they soon graduated into paying jobs . . . While home economists were pleased with these results, it weakened the program, as continuing contacts are important. If aides are paid for their work, it may not be necessary for them to secure other jobs. 48

While many volunteers become invaluable to a development project, the whole psychological question of the motivation of the volunteer doing development work is very complex, and certainly the volunteer whose sole aim is to "do good", as she sees it, or one who lacks true empathy and non-condemning understanding of different lifestyles, can do more harm than good in a development situation. This is yet another hazard connected with the use of volunteers. Perhaps through better screening processes and training programs for volunteers, these problems could be overcome.

To briefly summarize the role of the home economist as a community resource or teacher, we have discussed the contribution she could make by becoming a consultant to Homemaker Service programs or in the training and supervision of indigenous or empathetic para-professionals or volunteers. It would appear that she has both a community resource and direct community worker role in development, but she can expand and multiply her contact and skills to reach more families in need by means of the careful use of trained para-professionals and volunteers.

#### The Home Economist as a Member of an Interdisciplinary Team

So much is being written today about the importance of team effort in effecting social change. Teamwork and interdisciplinary



professional collaboration are becoming essential in modern, complex urban society. Taylor makes this comment:

The dilettante bits-and-pieces professional has limited effectiveness in the mass urbanized society. This cooperative teamwork development in no way implies a lesser value in the efforts of an individual practitioner, but recognizes the complexity of the mass society . . . It is . . . to mount programs of investigation that will be more broad gauged and fundamental to the demands of the society of which they are a part. The organization of professional teamwork is further designed to enhance intellectual stimulation among colleagues. It provides a division of labor at a professional level for the sake of idea investigation, rather than for the structure of organization as such. <sup>49</sup>

Bennis and Schein stress the importance of team effort in the planning of change. Their experience has shown that internal and external change agents, in concert, are more effective than either internal or external working alone. Also, the use of line power (power resulting from the office or status held) must be combined with expert power (power resulting from being perceived as possessing certain skills and competencies). "What this implies is a team effort involving a diverse set of skills, status, and roles in order to induce change. We believe this will prove to be the most useful strategy in the future." <sup>50</sup>

In speaking of the many problems of the underdeveloped world today, Munz concludes: "These problems cannot be approached by various factors independently of other disciplines. Professions and organizations must pool their skills in order that improvements can be made more consistent and effective." <sup>51</sup>



The potential effectiveness of such methods are illustrated in Hamilton's Project FREND. Eileen B. Jackson describes the project thus:

Project FREND took Family Service once again into the neighborhood. Staff and volunteers learned to perceive family life in the "old city" differently. The program allowed, and indeed, encouraged, the kind of interdisciplinary collaboration that tends to blur professional lines and has implications for both practice and service. It created a different kind of partnership between "the helpers" and the families in the area. 52

Other writers have pointed to the specific need for collaboration of home economics with other professions.

"Irrespective of the ministry she is in, the Home Economist worker can function best as a member of a team." 53 Stiebeling suggests that teamwork between the home economist, and the rural extension workers and the active participation and support of local leaders and volunteers, is essential for the sound development and selection of methods of teaching the community which are practical and suited to the area. 54

It would appear necessary that a major objective in the development programs should be to avoid over-specialization of the sectoral content, with emphasis placed on the inter-dependence of the disciplines, especially in the training and use of field personnel. 55

In speaking of the importance and need for close cooperation between home economics advisors, agriculturalists and welfare workers, the Organization for European Cooperation concludes: "It would also be more effective if these workers were all to regard



the family as a social and economic unit, and if they studied its problems jointly with a view to seeking solutions by cooperating with one another." 56 This organization also recommends the following:

In activities designed to create a favorable attitude for the introduction of progressive changes, the rural home economics advisors must cooperate fully, both with the population and with other agencies working in the area; and the participation of the population in all advisory activities must be encouraged. Poorly educated communities are less receptive to the idea of change than better educated communities, and rural home economics advisors should, insofar as possible, have access to the schools in development areas, and should cooperate fully with them. 57

What most of these authors have in common besides their call for more teamwork and interdisciplinary efforts, is the belief that the people being affected and the community leaders be involved in the planning and implementation of development programs. In the true community development spirit, the home economist, social worker, teacher, public health nurse, clergy, and other community workers must learn to cooperate and work together with each other, with government and social agencies, and with the families and citizens being "developed".

#### Summary

We have seen that with the changing focus of home economics and the training now available in family studies, that the home economist has certain skills and competencies which are essential in development work. Indeed, the home economist is now being



recognized as having tremendous potential in helping families (not just homemakers) to improve the decision-making and crisis-meeting resources required to keep abreast of social change. She would appear to have a role in community development as a community resource and educator, training home visitors, para-professional aides, and volunteers. Also, she has an important contribution to make to an interdisciplinary community development team, working closely with other professionals, social agencies, community leaders, and individual families.

This completes our review of the literature regarding the thesis that the home economist has great potential for community development work with the disadvantaged. To further research this role, the author has designed an exploratory study to describe the perceptions and experiences of persons actually working with disadvantaged families, so that these views can be assessed in the light of our findings in the literature.



CHAPTER VI  
RESEARCH DESIGN

Introduction

We have now completed the review of the literature regarding the disadvantaged family in change and, more particularly, the important role of the home economist in facilitating family and community change via the linking role of the homemaker. Many authors and many studies support the premise that the family-oriented home economist does indeed have a conscious role to play in community development. It is the author's intention now to further explore the home economist's potential contribution to community development by means of an exploratory, descriptive study.

Objectives

1. To describe the philosophy, goals, structure and function of several helping agencies (working with the disadvantaged) in Edmonton who currently employ, or, in the author's view, could employ a home economist.
2. To describe the training received and the work being done (role, methods, approaches) by four home economists within their respective agencies.
3. To compare the views of agencies, community development workers and home economists regarding the following:
  - (a) the importance of the family unit in community development.
  - (b) the nature of the change process, more particularly, the value of the family "filter-disorganization-crisis" model (p.12) as being descriptive of and aiding in the



analysis and understanding of the change process.

4. To compare the views of agencies, community development workers and home economists regarding specific methods commonly used in community development:
  - (a) interdisciplinary team approaches
  - (b) use of para-professionals
  - (c) use of volunteers
5. To describe the perceptions held by the agencies, home economists, and community development workers of the home economist, her potential for making a unique contribution in a community development setting, and the specific role they see her playing in work with the disadvantaged.
6. To ascertain (if possible) the reasons why some agencies working with the disadvantaged and multi-problem families, do not have a home economist on staff.
7. To describe a group of homemakers from disadvantaged families with whom one of the home economists had worked, to determine:
  - (a) their wants and needs
  - (b) their views on the importance of the family unit
  - (c) their views on the change process and their particular role in effecting change
  - (d) their perceptions of home economists in general and the work of "their" home economist, in particular.
8. To attempt to measure the home economist's effect on these homemakers and their families in terms of:
  - (a) homemaking and family skills
  - (b) personal development



- (c) community awareness and participation.
9. To outline the implications of the above findings for both the home economist and for community development.

#### Hypotheses

In undertaking this research, the author formulated a few basic hypotheses based on the study's objectives, and these should now be clearly stated. The author believes and expects to find evidence to support the hypotheses that:

1. The potential role of the home economist in development is recognized and understood by most of the home economists studied.
2. The role of the home economist in community development can be interpreted as one which assists families in the building of resources for coping with and responding to social change.
3. The potential role of the home economist in development is recognized but poorly understood by others working in development programs in Edmonton.
4. The potential role of the home economist in development is recognized and understood by the persons being affected by community development programs.



Assumptions

In order to proceed with the investigation, the author has made several basic assumptions which must be stated at the outset:

1. The family ultimately is responsible for acceptance or rejection of change through its filtering processes, and therefore, it is possible to initiate, encourage and foster change through reorganization of family resources and living patterns to strengthen families and to improve communities (pp. 8-14, pp. 47-8).
2. Social change initiated outside the family unit and relating to the family will, to some extent, create a "crisis" situation in families whose resources for "coping" are limited (pp. 9-10).
3. The family unit is useful as a tool of community development.
4. The home economist, in working through the homemaker as her initial contact with the family, is able to involve the whole family in the change process (pp. 68-69).
5. The homemaker plays an important role in the possible facilitation of change by establishing the home environment conducive to individual involvement in the larger community, and by favorably influencing the attitude formation of individual members towards the new (p. 60).
6. The family-oriented home economist can use community development techniques and methods to approach and work with disadvantaged families who are inclined to be ignorant of, or reluctant to use, community resources at their disposal.



7. The author's selection of helping agencies who are serving the disadvantaged in Edmonton and who could potentially use the services of a home economist to advantage, is appropriate.

#### The Sample

To secure the information required for this study, the author chose to focus on development work being done in the City of Edmonton, an urban community of about 450,000 population. As stated earlier, four units of analysis were used in this study: agencies who work with the disadvantaged, home economists, community development workers, and homemakers. In order to get agency level data, the directors of ten such agencies were interviewed. Remaining data was collected through interviews with four home economists who work for these agencies, three community development workers, and fifteen homemakers who represented one-third of a group with which one of the home economists had worked closely.

#### Selection of Agencies

The agencies to be studied were selected from a comprehensive list of social service agencies currently working in Edmonton, using the following criteria:

- 1) doing work with the disadvantaged in Edmonton and therefore having aims related to community development
- 2) using the services of a family-oriented home economist or, in the author's view as a home economist studying community



development, being potentially able to use her services to advantage.

All social service agencies not meeting these criteria were eliminated. The agencies selected included the following:

Family Service Association, City of Edmonton Social Service Department's Glengarry and Duggan Community Services Centers, Alberta Department of Agriculture - Home Economics Branch, Human Resources Development Authority, Boyle Street Community Services Co-op, Canadian Mental Health Association, Provincial Consumer Affairs Branch, Debtors' Assistance Board, and Strathcona Place.

#### Selection of Home Economists

The home economists were selected, using the following criteria:

- 1) employed by an agency included in the study
- 2) working with disadvantaged families at some point in their career or at present
- 3) having a family orientation through their home economics training, but not necessarily employed as a home economist.

The four home economists selected included all of the home economists working for the selected agencies at the time of study - an urban home economist, a regional resource co-ordinator, a family counsellor and home economist, and a social worker.



Selection of Community Development Workers

The community development workers were selected, using the simple criteria of their working in any of the ten agencies and being labelled a community worker or a community development officer. The community development workers in the ten agencies numbered only three - two from City Social Services and one from the Human Resources Development Authority.

Selection of Homemakers

Because only one home economist was actually working with families as an urban home economist, the author felt that an in-depth study of her effects in the development process would be most appropriate. The fifteen homemakers to be interviewed were randomly selected from the membership list of a forty-five active member group called The Dixie Girls - a group which had been initiated two years previously by the Glengarry community worker. The Glengarry urban home economist had made extensive contributions to the group's program over the two-year period. The Dixie Girls group was selected for intensive study because it was one of the largest, most cohesive and active of the many Glengarry groups. Also, it was felt by both the community worker and the home economist that this group had received the most contact with the home economist over a longer period of time than most other groups, and therefore, it would provide the most substance for an analysis of the home economist's impact on the family and community development.



### Data Collection and Analysis

#### Design of Data Collection Instruments

To clarify what information would prove most fruitful to this exploratory study, a series of informal interviews were conducted with two of the home economists and several community development workers. From these discussions and the review of the literature, four interview schedules were constructed (see Appendices II-V). Two types of questions were used - forced choice and open-ended questions. The forced choice questions (which always included an "other" category) were used to simplify coding and data tabulation. Open-ended questions were considered important, however, to glean from the specialists' reservoirs of experience what could be useful to the study.

Separate interview schedules were devised for the heads of agencies, the home economists, the community development workers, and the homemakers. The first three schedules constituted an attempt to gather and synthesize the knowledge of skilled and experienced practitioners about the effectiveness of various methods and procedures in achieving the goal of community development and to stimulate and evoke insights into the role of the home economist in a community development framework. The homemakers' interview schedule was designed to be very non-threatening and to provide demographic data, information regarding their problems and needs, the effects of the home economist on family living, and the extent of community awareness and involvement.



### Testing of Interview Schedules

One limitation of the interview schedules lies in the fact that time would not permit pre-testing. Instead of using formal pre-testing, the schedules were carefully scrutinized by the author and by several individuals familiar with research methods.

Attempts were made to test each question, using the following questions as criteria for inclusion or exclusion:

- a) Is the question useful? Will it elicit the desired information?
- b) Will the informant have the information?
- c) Is it free from bias?
- d) Is it too private or personal for free response?
- e) Is the wording clear?
- f) Is the sequence logical and helpful?

In this way, problems of not having the schedules pre-tested were minimized. Throughout the course of the interviewing, very few "don't know" or "don't understand" responses were made. There were no refusals to answer any questions and very few answers made with qualifying statements or irrelevant comments. Also, there was sufficient diversity and patterning of responses to reveal certain trends in thought. All this indicates that the pre-testing procedure followed, as described above, did evoke valid and reliable responses.



Conduct of Interviews

Prior to each interview, the informant was contacted by phone to explain the purpose of the study, to request support, and to arrange a mutually agreeable time and place for the interview. The author conducted all of the interviewing personally, thereby attempting to eliminate other sources of bias or reporting errors.

The Professionals--During the initial phone contact with the agency directors, home economists and community development workers, the interviewer also asked the informants if they objected to having the interviews taped to insure more accurate recording of the information. Each informant was assured that all information would remain confidential, to be used only for thesis purposes. Then a follow-up letter, with further explanation, was sent to each informant prior to the interviews. (See Appendix I).

Despite very busy schedules, the home economists, community development workers and most of the agencies' directors, responded very favorably to the purpose of the study and cooperated to the best of their ability. Directors of two of the agencies failed to see how they could be of service to the study, and were initially reluctant to be interviewed. But follow-up phone calls with a more complete explanation of the purpose of the study and the role of the agency involved, convinced one of these reluctant directors to consent to being interviewed. The other agency director, being very busy with budget talks and meetings, requested that the author take most of the information from the



interview with the agency's home economist. He did agree, however, to answer six questions specifically required of him over the phone.

The rest of the interviews with the agencies' directors or senior officials, the home economists, and community development workers were conducted in their respective offices with the assistance of a cassette tape recorder, fresh copies of the interview schedule for each interview, and index cards giving potential answers to questions for the informants to select, reject or add to. This method enabled the interviewer to code most of the responses as they were made, being able to refer to the tape later for clarification or additional information. All of the professionals consented to having their interviews taped, and they quickly overcame any initial uneasiness they felt as they became engrossed in the interview.

The homemakers--The interviews with the homemakers were preceded by telephone calls briefly explaining the nature of the study and enlisting their co-operation. Every one of the fifteen randomly selected homemakers expressed interest in and a willingness to participate in the study. The interviewer sought to relieve any anxieties the women may have had by assuring them of their anonymity in the study and by expressing a great need of and appreciation for their assistance. The interviewer began the visit to their homes by casually discussing their children or in some way complimenting either their dress or their home. Most of the women relaxed rather quickly and all made offers of coffee which the interviewer accepted with appreciation.



None of these interviews were taped as the interviewer wanted to maintain an informal, comfortable atmosphere. As a result, these interviews were generally over one hour long, so that the responses could be adequately and correctly recorded in brief point form. As previously mentioned, this interview schedule was designed to be very non-threatening in its initial stages to gain the homemakers' confidence and trust for later questions. Most of the women discussed their problems, needs and home life quite freely with no prodding on the part of the interviewer, and they were eager to discuss their activities in the Dixie Girls and other current community involvements. All expressed having "enjoyed" the interview and meeting with the interviewer. Following each interview, the interviewer reviewed in private the notes made, clarifying where necessary, for future reference. She also added brief comments regarding the home situation, family relationships, homemakers' self confidence and any other particularly obvious characteristics which could be of value to this study.

#### Analysis of Data

Each interview schedule yielded considerable semi-coded data, regarding the role of the home economist in community development. It was never the author's intention to do a statistically-sophisticated analysis of this data, but rather to compare responses of the agencies, home economists and community development workers with each other and with the literature review, and to describe, on



the basis of these responses and those of the homemakers, the potential role and methods of the home economist in community development.

Thus, the data analysis consisted primarily of the following:

- 1) a brief description of the agencies and the home economists' roles within them.
- 2) comparisons in table form of the views of agencies, home economists and community development workers on a variety of concepts and methods associated with community development to establish similarities and differences, and any trends that may emerge.
- 3) a discussion of the responses regarding the potential and role of the home economist in community development to test the hypotheses presented.
- 4) categorization in table form of the disadvantaged homemakers' responses regarding their problems, needs, changing family living patterns (as a result of exposure to the home economist), and the extent of their community awareness and involvement.

#### Validity and Reliability

All researchers are concerned with the validity and reliability of their data. In this study, the sample was too small to statistically determine the validity and reliability of the responses. But because the study was exploratory and descriptive, the questions were designed to gather together the knowledge and experience of skilled professionals working in community development.



To have confidence in this data would not seem unreasonable, provided the testing instruments were interpreted in the same way by both the interviewer and the informants - something which is impossible to measure in this study.

#### Limitations of the Study and Future Scope

Because both time and money were in limited supply, the author chose to study an urban area within easy reach - namely, Edmonton. While this narrowing of the scope of the study provided a focus and made it more manageable in size, it did have limitations. Few agencies in Edmonton employ home economists specifically in community development work: most are employed in traditional fields, such as nutrition, or teaching. Also, because of time shortages the author was unable to make a long-term assessment of the agencies and all of the home economists. She chose instead to conduct interviews over a two-month period and to include an in-depth analysis of the effects of the urban home economist's work with a group after a two-year period of frequent contact. While the agencies selected are likely fairly representative of helping agencies working with the disadvantaged in Edmonton, the limited number of home economists and community development workers interviewed make it difficult to generalize regarding the role of the home economist in community development beyond the Edmonton scene.



The interviews of the fifteen homemakers also presented problems. The sample interviewed was too small for statistical determinations of validity and reliability, and yet a shortage of time for the actual interviewing made selection of a larger sample impossible. Certainly, responses to many of the questions could have been colored by the homemakers interviewed through lack of understanding, through personal inhibitions or reluctance to reveal their true situation or feelings, or through a desire to tell the researcher what she wanted to know. But the author is confident that each of the homemakers felt relaxed and open to informal discussion by the time the more personal questions were asked. To test the reliability and validity of this data, one would have to repeat the interviews several times with a much larger sample and to prepare another test instrument designed to measure the same variables.

The author will leave these problems of sample size, validity and reliability for future research, recognizing the fact that bias could possibly exist in the study in both the sampling (which was selective) and in the interviewing (which was conducted by the author, herself a home economist). The author was attempting, primarily, to reveal insights into the role of the home economist working with the disadvantaged in community development. Therefore, the study is of a pilot or exploratory nature - attempting to achieve new insights into the role of the home economist in community development, to explore the fruitfulness of further investigation into this role, and to illuminate aspects of the problem requiring further testing and research.



## CHAPTER VII

### DESCRIPTIVE ANALYSIS OF PARTICIPANT AGENCIES AND HOMEMAKER GROUP

One of the objectives of this study was to provide a detailed analysis of the participating agencies, of the work of the home economists within these agencies and of the women's group selected as an example of one of the types of programs in which home economists are active.

The ten agencies chosen for this study were selected on the basis of their working with the disadvantaged in Edmonton, and their use, or potential use, of a family-oriented home economist. Most of the agencies studied are, in reality, government sponsored services, but the study also includes one community service agency and one Alberta branch of a national health organization. All of the agencies have aims which parallel to some extent those of community development: they see themselves in the initiating and catalyzing role of stimulating change in individuals, families and communities and assisting them in gaining some measure of control over their own futures.

The four home economists interviewed were working in these agencies in positions which included urban home economist, resource-coordinator, family life education/homemaker service coordinator, and social worker/counsellor.

The women's group selected was a "Mothers' Night Out" group of about sixty-five middle and lower-middle class women. One of the agency home economists had worked extensively with this group over a two-year period, making frequent contributions to their programs.



The City of Edmonton Social Services Community  
Service Centres (Glengarry and Duggan)

Goals and Objectives

These relatively new Community Service Centres came into being as a result of acceptance by the City Social Services of the concept of decentralization of services and the use of interdisciplinary approaches to community problems. The underlying philosophy is that of providing complete services for a specific community or area of the city within a single building or cluster of buildings centrally located within that region.

Both Service Centres stated that their direct or indirect objectives include helping individuals, families or groups to improve interpersonal relations, general living conditions and standard of living; to increase social, cultural and educational opportunities; to increase ability and interest in social action to improve the community; and to improve family living patterns, personal development, self respect and confidence. Both stated that they do considerable work with the disadvantaged in the broadest sense of the term. Glengarry sees the development of a sense of community as being another important objective.

Clientele

Both centres perceive their clientele as being disadvantaged (either low income, and/or unstable, multi-problem, chronic need, hostile, suspicious, alienated, and non-participating), troubled with a wide range of social problems. These problem families or individuals exhibit any number and combination of problems related to housing, employment and retraining, low income, education, child care or day care, household management, budgeting, credit, nutrition,



health (mental and physical), shopping, marital discord, boredom, adaptation to urban lifestyles or new technology, juvenile delinquency, and alcoholism.

### Structure

Both community centres are structured with a Centre Supervisor responsible to the Assistant Superintendent of City Social Services and responsible for one of the city's six social service areas.

Glengarry's Supervisor has a staff consisting of five Social Workers (with social work, sociology and political science backgrounds), one Social Work Technician, one Community Worker (with community development training), one Home Visitor Coordinator, two clerical staff, and two part-time workers for youth services and job placement. In addition, they have the services of an urban home economist who works part-time at the centre covering the Glengarry area and part-time as a Department of Agriculture urban home economist covering the rest of the city. Her wages are paid by the Alberta Department of Agriculture.

Duggan employs five social workers. One has social work technology training and one has home economics training, and these two work primarily in statutory aid and basic case work. The other three have more specialized, Master's level training and do more social work and preventive counselling. The centre also employs one community worker who has group process rather than community development training. In addition, there are seven case aides to assist the social workers and community worker, one volunteer services coordinator, and one secretary.

The interviewer noted a distinct difference in emphasis



between the two Centres. Duggan appears to emphasize the importance of casework and training to the level of a Master's degree in Social Work. In the director's view, even the community worker's training should be that of a Master's in Social Work with specialization in group work rather than specifically community development, since this person could then fill two roles as community worker and social worker. Glengarry, on the other hand, seems more concerned with different disciplines working closely and effectively together within the same agency. The director there places considerably less emphasis on the importance of a Master's degree in Social Work.

Both centres use the services of home economists but their specific roles within the agencies appear somewhat nebulous. At Glengarry, the home economist is left very much on her own to develop programs and to work with the community in whichever ways seem most fitting. This flexibility and lack of direct supervision may, of course, be due to the home economist being merely "on loan" from the Department of Agriculture. Because of the pilot project nature of her urban home economist work at Glengarry, her job description is of an evolving nature. However, the Department of Agriculture has listed five main responsibilities for the position to be used as guidelines in her work. They include the following:

1. Generalist role-to work in all areas of home economics
2. Resource role-to cooperate with City Agencies, local, municipal and governmental departments.
3. Interdisciplinary role-to provide leadership in setting up and using a team approach for more effective results



4. Training role-to coordinate and/or take part in orientation courses for rural-urban migrants and to train and/or guide other disciplines in applicable areas of home economics

5. Programs-to depend on need but likely to include: consumer education, home management, food and nutrition, and community service orientation and awareness.

At Duggan, the home economist is actually hired as a social worker. Her primary work is case work but she has recently become involved with a group in need of her home economics skills. Some hope was expressed by both the agency supervisor and by the home economist that she become more involved in the future with specific groups in need of these skills. Presently, however, the use of her home economics skills is primarily incidental and limited to individual casework and secondary home economics counselling where the need for home economics information appears strong.

#### Programs and Services

These Community Service Centres provide the following services to low income and disadvantaged people:

1. Short term income assistance and supplements
2. Family and marital counselling
3. Juvenile probation and pre-delinquent preventive counselling.
4. Psychological and employment assessments
5. Family aide services
6. Day care (Glengarry only)



7. Preventive social services in response to community needs.
8. Community development and community organization
9. Group work
10. Volunteer programs
11. Home economics information and guidance (Glengarry only in cooperation with Alberta Department of Agriculture Home Economics Branch)

Most of these services are initiated by professionals and planning staff although both agencies prefer to have groups, families and communities identify needs and request service centre involvement. The programs and services offered utilize both community centre facilities and community facilities such as churches, schools and private homes. Both agencies feel that about two-thirds of their work is of a preventive nature, and both express that such work is increasing in priority as funds and staff are made available.

Referral services are also available at both centres. They include the following: legal aid, debtors' assistance, family court, child guidance clinic, agencies for help with alcoholic or drug problems, Canada Manpower, psychiatric referral, medical, public health and child welfare services, and homemaker services.

The programs and services offered by the two home economists differ greatly. By nature of her role as a social worker rather than as a home economist, the Duggan home economist's job description is that of working with clients who come to or are referred to the centre, by assessing their needs and enlisting the aid or services required to alleviate the client's problems. This can take the form of public



assistance, juvenile probation, family aide services, etc. The home economist stated that her primary work is limited to arranging social assistance benefits and other programs or minor counselling required by her clients. She does very little family and marital or psychological counselling, which is generally handled by the Master's level social workers. She has recently become involved in group work and is hoping to utilize her home economics skills in this setting.

The Glengarry home economist, on the other hand, is allowed considerable freedom and flexibility in planning her work, based on the Department of Agriculture's list of her responsibilities. Because of the huge population she is to serve, she does not limit her work to the Glengarry area, but considers that about one-half of her work load is devoted to work with the disadvantaged. Being spread so thinly over such a large population, she has had to exercise a degree of selection in her work, attempting to distinguish between those individuals and families she feels she is able to help, and those whose pathological or severe chronic problems require very long term, intensive work by a wide array of professionals. For the same reason, her work is also based on group and media work to extend her contact with a large population. Most of her time is spent in motivating, organizing and informing community groups.

Some of the Glengarry home economist's activities include the following: family living series in cooperation with Glengarry community organizations; training and working with Glengarry Volunteers (a group to provide leadership in mother's groups, family visits and assistance with household management and budgets, visits to senior citizens, and day care services); Mothers' Day Out programs (of which



one called the Dixie Girls is to be studied in depth later in this chapter); diet and money management counsellor; consumer education; senior citizens groups (also a Board member of Strathcona Place senior citizens' recreation complex); City Parks and Recreation groups; North Edmonton Tops (Take Off Pounds Sensibly); Glengarry Health Clinic; University of Alberta School of Household Economics student community experience projects; initiation and formation of a community-produced Newsletter; community schools projects; Edmonton Social Planning Council; YWCA; Royal Alexandra Social Services Department; mass media programs and interviews; schools, churches, community leagues; Family Life Education Council; Debtors' Assistance Board; Welfare Information Services; Victorian Order of Nurses; City Day Care Services; teen groups; John Howard Society; Consumers' Association of Canada; Voice of Alberta Native Women's Society; Norwood Readiness Centre; Federated Cooperatives; and, the City Housing Commission. Most of her programs or involvements with these groups are self-initiated on the basis of community request or expression of need.

The extent of the home economist's involvement with the community cannot be overstated: the community need for the home economist's knowledge and skills is overwhelming. The home economist soon found that one person could not hope to adequately meet the needs of a population totalling 450,000. She therefore made several recommendations to her superiors which have since been acted upon. Included in these were recommendations that more home economists be appointed in Edmonton; that they work in an interdisciplinary setting but with a clearer definition to other professionals of the home economist's role in such a setting; setting of priorities towards preventive measures by



concentrating work on families who can be helped before crises build to an unmanageable level (i.e., young families with young children); that trained volunteers be used to supplement and facilitate the home economist's home visits with multi-problem families, who frequently cannot be reached through group programs initially and yet who require assistance; and, that urban home economists have extension-type training and experience and a strong specialist back-up service.

#### Methods and Approaches

The two agencies have slightly different frames of reference. Duggan works primarily through individuals, families (nuclear) and groups whereas Glengarry stresses work with groups and communities, and work with the family primarily through its group work. Duggan uses a family interaction approach (i.e. working with all or most family members and their environment) only when and where considered appropriate, whereas Glengarry stresses the importance of this concept in all of its work with groups or communities. Initial contact is made with clients at both Centres through clients taking the initiative to seek help with their problems, through group meetings, occasionally through mass media, and through newsheets or the local "grapevine". The agencies differ in the methods of contact deemed most effective: Duggan feels that client-initiated and referral contacts are most effective because they indicate high levels of commitment; whereas, Glengarry feels that most effective and far-reaching contact comes as a result of a small core of dedicated individuals who make initial contact in the community and improve community awareness of available services and resources.



Both agencies offer policy guidelines on methods used by their personnel - encouraging individual casework, group methods, home visitation, interdisciplinary methods, training of volunteers and para-professionals, and the code of ethics associated with social work (including confidentiality and the paramountcy of the client versus the system). Glengarry also encourages group screening methods in assessing applications for social assistance. Both agencies attempt to work cooperatively with other agencies but the interviewer noted that neither one gave examples of cooperation with any other social work agency. Both encourage interdisciplinary approaches whenever possible and the use of trained volunteers and para-professional workers when appropriate.

The methods and approaches of the two home economists are, by virtue of their different job descriptions, very different. At Duggan, the home economist uses primarily the case worker approach, focusing her efforts on the needs of specific clients and their families. Her recent involvement in group work as previously discussed must of necessity be secondary to case work. The Glengarry home economist is more of a community worker, much of her time being spent working with groups and individuals in a wide variety of community settings. It is her belief that basic needs must be met before preventive work with the disadvantaged can hope to become effective. For this reason, her work consists of both program (problem solution) and process (problem prevention through upgrading decision-making and management skills and consumer education).

Most of the Duggan home economist's contact with clientele is made by referrals and client-initiated action, but some is also



obtained through mass media and the local "grapevine", although the latter two, in her opinion, often lead to inaccurate information regarding services offered. The Glengarry home economist makes her contacts through groups, referrals, client requests, local newsheet and the "local grapevine". Also, through her association with the Department of Agriculture, she has access to mass media which she finds most helpful in increasing community awareness of her position and her potential in meeting community development needs. Both home economists feel that most effective communication with the disadvantaged comes with individual and family contact, small group formation and informal group-determined programs. The Glengarry home economist feels that mass media do expand her contact but that this method is not as effective with the disadvantaged as the other methods. Both home economists work extensively with other professionals, agencies and community services (schools, hospitals, churches, etc.). Both work with trained para-professionals (case aides) and volunteers but the Glengarry home economist relies on them to a lesser extent than the Duggan home economist who has her own case aide and ready access to the Central Volunteer Bureau.

Both the Duggan and the Glengarry home economists stress that the main frustration of their work is lack of time in combination with a very heavy case load or too large an area to cover. The Glengarry home economist feels that community demand requires too much group work at the expense of neglected family contacts. Both feel that agency policies at some times lead to frustration (e.g., public assistance policies or the problematic nature of interdisciplinary approaches). In addition, the Glengarry home economist feels that



misconceptions regarding the name "home economist" occasionally leads to underutilization of her resources among other professionals and agencies, particularly apparent in the initial stages of the pilot project. Both feel that in dealing with a seemingly hopeless multi-problem family, the home economist must be open to frequent consultation with or referral to other professionals with the training and skills necessary to cope with these problems, always exercising patience and knowing when she has done as much as she can.

The Alberta Department of Agriculture Home Economics Branch

Goals and Objectives

The objectives of the Home Economics Branch include all of those mentioned for the City Social Services. But the Branch Head stated that the work relates best to work with families, having the most to offer to the young and growing family. The Branch attempts to improve the quality of living of Alberta families by encouraging families as consumers to: 1) reach their potential by making best possible use of available resources and, 2) use the decision-making process in setting goals for self-sufficiency and a happy, satisfying life by providing training and leadership using extension methods and techniques. The Head stated that the Branch is concerned with the need for human development (while recognizing the interdependency of economic, human and social development), and the need to assist families in understanding and meeting the rapid social and economic changes taking place. In this sense, its goals are closely related to those of community development.

Clientele

The Home Economics Branch works with clientele similar to those



of the City Social Services with the inclusion of rural families.

The Head stated that the clientele have a very wide range of problems and needs, but that the focus of the work is not entirely work with disadvantaged families.

### Structure

The Head of the Home Economics Branch is directly responsible to the Director of the Extension and Colleges Division of the Alberta Department of Agriculture. Under the Head are six Regional Directors who directly supervise the work of the District Agriculturists and the District Home Economists in each region. One senior home economist in each region is responsible for guiding the work of newly-hired home economists. In addition, there are five provincial and five regional specialists in Food and Nutrition, Clothing and Textiles, Home Management, Family Living, and Home Design who provide the research and resource service required by the field workers.

The urban home economist employed as a pilot project in conjunction with the City of Edmonton Social Services, is but one of the thirty-five professionally trained home economists working in different districts within the six regions. We have already discussed her job description and work and thus will not elaborate further.

### Programs and Services

In addition to the rather special programs and services provided by the one urban home economist (as previously discussed), the other district home economists give lectures and demonstrations at meetings, workshops, seminars, short courses, and study series. Individual assistance is provided through home visits, office interviews, phone calls, and correspondence.



### Methods and Approaches

Home economists work with provincial and community organizations, families and individuals. Mass communication is achieved through regular television and educational television presentations, radio programs, newspaper articles and newsletters. The Branch encourages an interdisciplinary approach to provide more complete and effective response to community needs. The home economists work closely with other professionals and agencies through Community Interaction Committees and they are encouraged to try a variety of methods. The Branch is also encouraging the training of lay leaders (paid para-professionals) to extend the home economists' contact in the community.

The Head stated that volunteers are rarely used because it is difficult to depend on them and because it is better to train and pay people to better control the standard of work done. Formerly, the Branch had a definite family interaction orientation, working with women, men and children in their home environment. In the Head's opinion, it was unfortunate that the government chose to set up a separate Department of Youth in that youth contact by home economists was minimized. Youth is regarded by extension workers as having great potential for promoting change and, therefore, they become a key target in home economics education to assure that future families are better prepared to meet the rapid changes of our society.

Primary contact with families is made by referrals from other agencies, through mass media coverage, and through many provincial women's organizations such as Women of Unifarm, Women's Institute, and community groups. It is felt that contact is most effective if it is client initiated since specific needs are already identified



and since the client already has a desire to change. Once again, the specific methods and approaches of the urban home economist have already been discussed at length.

#### The Human Resources Development Authority

##### Goals and Objectives

The primary objective of the Human Resources Development Authority is to assist in total socio-economic development of Alberta. In line with this primary objective, the Authority has the same goals as those of the City Social Services but on a provincial scale. It does consider that much of its work is aimed at improving the lot of Alberta's disadvantaged.

##### Clientele

The Authority's Supervisor of Field Operations stated that the clientele served have a wide range of problems and needs such as housing, employment and retraining, low income, child care, household management, budgeting, credit, nutrition, health, boredom and adaptation to urban lifestyles and technology. The Authority's home economist feels that the clientele also have problems with education, consumerism and marital discord whereas the Supervisor feels that these categories do not apply.

##### Structure

The Supervisor is directly responsible to the Director of the Human Resources Development Authority and he supervises the activities of eight regional offices at Fort McMurray, Peace River, Grande Prairie, Hinton, Edson, St. Paul, Calgary and Edmonton, as well as being responsible for the province-wide Native Driver Education program. The Edmonton office employs several community workers and resource



personnel, including a community development officer, a home economist (responsible for a province-wide Home Visitors Program), and three other community workers responsible for Metis Settlements, Business Opportunities, and Native Women. These workers have training in social work, family counselling, home economics and community development and are employed in community development roles or as resources to grass roots organizations.

The home economist is employed as a Regional Resource Coordinator responsible for the Home Visitors Program and an Educational Upgrading Program. She is responsible for the organization and coordination of training programs in communities that specifically request the Home Visitors Program. She also represents HRDA on various committees and works as a resource to educational programs of an interdisciplinary nature (e.g., Alberta Housing Corporation, Department of the Environment, Department of Youth, and a Department of Extension-HRDA-Department of Agriculture two-week Area Development course).

#### Programs and Services

Programs developed by HRDA are initiated on the basis of needs expressed by social groups and communities to community development or field workers. The primary focus of HRDA is on preventive work rather than on programming. It is felt that the Authority exists to help communities identify problems and then to refer them to the most suitable agency or service. However, such agencies and services do not always exist. Therefore, the Authority does set up certain programs which it feels are essential to meet needs. Programs include the following: Job Core and Opportunity Core (retraining programs); Native Driver Training; Educational Upgrading (adjustment to cultural shock and



problems associated with movement into urban centres); Area Development Course (to train professionals and para-professionals in the techniques and process of the interdisciplinary approach to socio-economic area development); and, the Home Visitors Program (to train women from the community by an interdisciplinary team to guide their work with hard-to-reach families and to prepare the way for work by the professional home economist). All of these programs are generally held in existing community buildings rather than at HRDA itself.

The home economist with HRDA is involved in the Home Visitors Program coordination and training. Each home visitor is selected on the basis of community leadership skills, opinions of clergy or peers, and/or through open advertising. They each work with three to four "difficult-to-reach" families referred by agencies and professionals. Visits are made on an informal, part-time basis for a period of about six to eight months. The women are trained and counselled by a professional team of home economist, nurse, and social worker. They are generally paid the minimum wage to cover out of pocket expenses and to secure the commitment which is sometimes lacking in volunteers. The para-professional's first task is to befriend the entire family and to establish trust and empathy. She then helps the family identify basic problems, often with neighbors or support groups, and introduced new resources which may help the family overcome the problems. Eventually, the family learns of community resources available to it and how to utilize them. It is hoped that the family will reach the point of requesting that the professional workers counsel them on a higher level. Husbands and children are included in the visits and discussions as much as possible.



so that necessary changes are understood and endorsed by the whole family. The Home Visitor works closely with Headstart, Indian and Native groups, and the Department of Youth (particularly 4-H). If, after eight months, change in the family is not evident, the Home Visitor will be withdrawn from the family to work with others having more potential for change.

#### Methods and Approaches

HRDA stresses the need for interdisciplinary approaches to socio-economic development, requiring the cooperation of professionals, agencies and para-professionals. The community and the total family within that community are the key targets of all of the Authority's field workers. Although work with families in their environment becomes a very time-consuming method, the Authority tries to use this approach whenever possible. Client contact is generally made through groups or referrals from other agencies but also occasionally through the clients' own initiative which is considered the most effective contact.

Much of the Authority's work is devoted to prevention, attempting to change behavior thereby minimizing future problems. The aim is to improve decision-making and problem solving skills to such an extent that the disadvantaged are able to realize their aspirations and are able to join the mainstream of society.

#### Family Service Association of Edmonton

#### Goals and Objectives

The goals and objectives of the Family Service Association are similar to those of the other agencies discussed, with the exception that financial assistance is not available. The agency's motto sums



its goals very succinctly: "Strength to Families Under Stress".

#### Clientele

The clientele served by the Family Service Association include individuals and families undergoing stress due to having only one parent in the family, environmental or social conditions, personal maladjustment, marital conflict, aging parents, parent-child distress, discrimination, or children who have dropped out of school or society. The clientele exhibit the same wide variety of social conditions and problems discussed in regard to the other agencies, plus poor interpersonal relationships and problems of individual adjustment to society.

#### Structure

The Family Service Association is governed by a Board of twenty-one directors to whom the Chief of Services is responsible. The Chief of Services supervises a group of four Senior Counsellors in charge of Professional Services and Training, Research and Projects, Administration, and Family Life Education and Homemaker Services. These counsellors include a psychiatrist, two social workers with Master's degrees in social work, and a home economist. There are also eleven junior counsellors with training in social work and educational psychology, one case aide, three Local Initiative Program para-professionals, seven clerical staff and many professional and lay volunteers.

The home economist is currently employed as a Senior Counsellor, Family Life Education Coordinator and Coordinator of Homemaker Services. Her duties as Family Life Education Coordinator include the following: coordination, innovation and planning of family life education



services and the use of volunteers; direct budget counselling and information services for clientele, agency staff, volunteers and non-agency staff (when requested); public education regarding family life education services; and, statistical records of services and programs. As Homemaker Service Coordinator she is responsible for training and counselling volunteer homemakers and for coordinating the service.

#### Programs and Services

The Association offers five main areas of service including the following: family counselling (marital, parent/child, individual personality adjustment, homemaker service); group services (group counselling, family life education); social action (developing community awareness, understanding and responsiveness in relation to community problems); and, professional education (developing the skills of professionals in welfare-related fields). All payment for services and counselling is based on ability to pay. Most of the work of the Association takes place at the Family Service Building, but much is also carried out in the community, particularly family life education. Special projects include furthering the counselling skills of ministers, Uncles at Large (trained volunteers to work with fatherless boys), and a large volunteer core of professional and lay persons to assist in Association programs. All programs and projects are initiated by administrative and planning staff of trained professionals in keeping with the high professional standards the agency sets for itself. But the ideas for these services come from the Board, Chief of Services, community groups and associated research into needs.



The home economist greatest involvement, until the recent addition of her task as Family Life Education Coordinator, has been with the Homemaker Service. This service is supported by Preventive Social Services and the United Community Fund and from fees assessed based upon ability to pay. The service provides mature, responsible, trained and supervised women to care for children in their own homes at a time of family crisis, or, to care for the elderly or the chronically ill or convalescent, on a temporary basis. The homemaker assumes responsibility for household management and operation and helps to protect and restore individual and family functioning. She is not simply a housekeeper or domestic but rather her work includes the practical tasks required to maintain or restore the physical, social or emotional health of the family and to improve the quality of life in the home and, therefore, in the community.

The home economist's more recent work in family life education has led her into work with community groups, other professionals, and volunteers to provide short family life education courses where requested, and also courses such as Preparation for Marriage.

#### Methods and Approaches

The Association relies on methods of contacting clientele which are similar to those already discussed. The agency takes a clinical or therapeutic approach in its work, using the services of a team of specialists to work with each type of problem. The emphasis is on high standards of professional counselling and quality statistical reporting. The Counsellors are guided by their professional code of ethics regarding confidentiality, responsibility and accountability. Personnel are encouraged to cooperate with other agencies and



professionals when requested, provided the Family Service Association can accept the policy or methods used by the others involved. The majority of cooperative effort seems to lie with community organizations rather than public or private social work-oriented agencies, and also with volunteers (lay and professional) and para-professionals.

The interviewer also noted a very firm belief system regarding the importance and efficiency of counselling, seemingly because it is so highly "professional" within the agency. Also, the agency seemed to be shrouded in cautiousness, from Chief of Services to home economist to secretary; every statement seemed carefully selected with a view to maintaining the aura of professionalism and quality surrounding the agency. The fact that the interviewer had such a difficult time in even talking with the Chief of Services much less seeking to interview him, seemed designed to insulate and to discourage the author from studying the agency at all.

The home economist's approach favors preventive services whenever possible. The Homemaker Service provides immediate intervention during family crisis to solve specific problems but also education and referral to get at some of the problem sources. The family life education work is entirely preventive in nature - attempting to improve the quality of family life in the future and to prevent or reduce the sources of tomorrow's multi-problem families by improving decision-making and problem-solving skills. She believes that individual and family contact and counselling is the most effective way of communicating with the disadvantaged. She cooperates with other agencies such as the Debtors' Assistance Board, City Social Services, and with



professionals such as doctors, lawyers, nurses, educators, social workers, ministers and home economists. She consults with other professionals on different cases and makes referrals to them when necessary, but is prepared (after a great deal of perseverance and understanding) to stop work with particularly problematic cases if the people involved are not willing to invest of themselves.

#### Boyle Street Community Services Cooperative

##### Goals and Objectives

The objective of this cooperative is to work primarily with the disadvantaged, transient and "permanent" transient population of the inner city, through an integration of services, and a wholistic approach to problems. It has both service and community development goals, aiming for community control and management of the cooperative to provide multi-service decentralization which is responsive to the needs of its clientele.

##### Clientele

The clientele of the cooperative have the same wide variety of needs and social problems already discussed in relation to the other agencies. In addition, the Boyle Street community includes a wide diversity of groups, (natives, lumbermen, mining and oil rig workers, ex-inmates, recent immigrants, and large numbers of ethnic groups). Compared with the rest of Edmonton, it has the highest incidence of welfare recipients, poorest housing facilities, highest tuberculosis and venereal disease rate, lowest per capita income, highest rate of alcoholism and many old age pensioners.

##### Structure

The Cooperative is funded by the Federal Department of National



Health and Welfare. It is directed by a Board of seven community members and two professionals and coordinated by the Project Facilitator, a woman with community development training. She is responsible for coordinating the work of ten autonomous agencies and enlisting their cooperation with each other, and also for directing the work of six field workers. The agency personnel include workers with training in social work, sociology, religion, public health, family counselling, psychology, community development, education, law, architecture, and technical training in media. They work as social workers, marriage and family counsellors, employment and education counsellors, community development workers (resource to grass roots organizations), public health workers and street workers.

#### Programs and Services

There are ten cooperating community agencies under the auspices of the Boyle Street Community Services Cooperative. They provide the following services:

1. Information and Drop-in Centre (Native Brotherhood Society)
2. Housing Registry (Edmonton Citizens for Better Housing)
3. Legal Aid (Student Legal Services)
4. Job Locating Unit (City Centre Co-op Club)
5. Health Clinic (City Public Health)
6. Welfare Information and Counselling (City Social Services)
7. Alcoholism and Drug Treatment Information (Alberta Alcoholism and Drug Abuse Commission)
8. Aid for Ex-convicts (Fort Saskatchewan Native Brotherhood)
9. Native Community Services (Edmonton Native Brotherhood)
10. Services to Elderly and Disabled People (Retired and Semi-Retired Society)



These agencies work in conjunction with outreach programs of the Bissell Centre, Single Men's Hostel, St. Michael's Parish, Marion Centre, and the Edmonton Social Planning Council. Work done through the cooperative is of both a rehabilitative and preventive nature, largely through workshops and seminars as the need dictates. Programs are held both at the cooperative's building and in community centres, churches and schools. They are planned as much as possible on the basis of expressed community need, and they encourage the involvement by the community in the planning.

#### Methods and Approaches

Contact is achieved through referrals, client initiative, group contacts, public meetings, local newsheet, local "grapevine", and home visits. Each agency's work in Boyle Street is guided by the policies of its mother agency. Few of them work with entire families, as often the transient person is without family. The cooperative encourages inter-agency and inter-discipline cooperation and the use of both indigent para-professionals (community workers) and volunteers.

#### Strathcona Place

#### Goals and Objectives

The goals and objectives of Strathcona Place are to improve the lot of senior citizens in Edmonton. The agency does not consider that it works with economically disadvantaged people but rather with socially and culturally disadvantaged and isolated persons. Its aims are to improve and stimulate interpersonal relations and general living conditions (housing, nutrition, health, cleanliness); to provide social, cultural and educational opportunities; to encourage preventive health (mental and physical); to assist with family problems when requested; and, to provide the opportunity for continued and



renewed social contacts, either through centre programs or involvement in planning and administration.

#### Clientele

The clientele of Strathcona Place have problems of housing, nutrition, health (mental and physical), consumerism, boredom, and occasionally, low income.

#### Structure

Strathcona Place is funded by City Social Services on a two-year preventive social service project basis, to provide a community operated services and recreation centre for persons 60 years of age and older. Policy is governed by a Board of Management with broad community representation, and program is planned and priorities set by an Advisory Board selected by senior citizens from the membership. The Assistant Director is chosen by and responsible to the two boards. (At the time of the interviewing Strathcona Place was still in search of a Director). The Assistant Director coordinates the activities of Strathcona Place and the Personnel, Finance and Building Committees which she is well qualified to do, having been former Director of AID. The only hired personnel are the Director, Assistant Director, one secretary and one janitor. The Board of Management includes one home economist, the Glengarry urban home economist already discussed. She was involved in the kitchen renovation of the former church building and acts as a home economics resource for problems related to nutrition of the aged. There are also numerous volunteers (both young and elderly) who work developing and carrying out programs at the centre.



## Programs and Services

Services and programs include the following: recreation (whist, cribbage, bridge, shuffleboard, dancing and excursions such as films, concerts, museums and archives; craft (batik, pottery, weaving, painting, sewing, woodwork, stitchcraft); continuing education (writing); health clinics (hearing and sight loss, weight control, foot care, and cleanliness); discussions (including nutrition and low cost meal planning and preparation for one); legal advice (estates, wills, transactions); social counselling (family and personal anxieties, entitlements of older persons, such as pensions, health plans, etc.); art exhibits; newsletter; community outreach; and, meal services. The services offered are seen by Strathcona Place as being preventive of physical, social and emotional deterioration of the person over sixty-five.

## Methods and Approaches

Senior citizens are contacted by referrals, local newsheets, mass media "specials" regarding events at the centre, and through word of mouth. Senior citizens are encouraged to bring friends or acquaintances and senior citizen and church organizations attempt to expand the community outreach because, unfortunately, those most in need of a centre such as Strathcona Place are the hardest to locate and encourage towards renewed social contacts. Social problems are referred to counsellors of the Family Services Association. Lay and professional volunteers volunteer their medical, legal, public health, education and craft skills. Whenever possible, senior citizens are encouraged to participate in the planning, organization and operation of programs. Workers at the centre are encouraged to let the clientele do things for themselves whenever possible to maintain their independence



and self-confidence. Strathcona Place works cooperatively with many community clubs, agencies and churches, and government and social agencies. It receives valuable support through contact made by its community Board.

Canadian Mental Health Association in Alberta

Goals and Objectives

The goals of the Canadian Mental Health Association (CMHA) in Alberta include the following: to ensure the best possible care, treatment and rehabilitation of the mentally ill and the mentally disabled; to strive to prevent mental illness and mental disability; to promote research into their cause, treatment and prevention; to protect and promote mental health and, in execution of the foregoing, to secure the support of the public and to cooperate with other agencies and associations both professional and lay, working in these and related fields; and, to urge governments at all levels to take legislative and financial action to further these objectives. Much of its work is with the disadvantaged as we have defined it. The community development principle of preparing communities through education to prevent or minimize problems, forms the basis of their programs designed to prevent mental illness and to promote mental health.

Clientele

Clientele of the CMHA include the mentally ill, those recovering from mental illness and seeking to rejoin society, children with mental and emotional disorders, and mentally well citizens. The mentally ill and recovering clientele experience similar needs and problems to the other disadvantaged people discussed, with the



primary concern being the readjustment of the individual into the home, family and community after years of isolation and social withdrawal, and the social stigma which hinders the acceptance of him or her by family and community.

### Structure

The CMHA in Alberta is governed by a Board of Directors of 20 - 28 citizens (24 elected, 4 appointed by the Executive Committee). The Executive Committee includes the President (past and present), Vice-President, Treasurer and Chairman of the Professional Advisory Committee, Social Action Committee, and Community Services, Education and Information Committees appointed by the Board. Two full-time and one part-time secretaries are employed and 20 volunteers, coordinating the work of about 300 community volunteers under the guidance and direction of the Program Staff. The Committee Chairman have training in psychology, social work and psychiatric nursing. Volunteers include a wide array of professionals (lawyers, social workers, psychiatrists, teachers, counsellors and home economists).

### Programs and Services

The programs of the Association are carried out through research and technical studies, social community and legislative action, volunteer services to patients, and public and professional information and education.

The Education and Information Services attempt to increase knowledge and awareness of mental health and mental illness through workshops, literature, films, and plays. Information services are available to schools, to professional groups (teachers, nurses, hospital associations and personnel, clergy) and to churches and service clubs.



Community Services include the following: Volunteer Lifeline (personal volunteer support for returning ex-patients); Information and Referral (phone and letter queries); and, Social Rehabilitation Programs (discussion groups, crafts, swimming, social, bowling, dance lessons, bingo, sports, square-dancing, home management, summer camps, and rehabilitation residences).

Social Action Programs include active research and educational programs aimed at legislators and service delivery systems to identify and remedy any discriminatory or inadequate practices in the province regarding prevention and treatment of mental health problems. This includes close work with Members of the Legislative Assembly, the Department of Health and Social Development, and committee work on such matters as battered children, crisis intervention and regionalization of services.

As can be seen from the above, programs and services are generally initiated by planning staff on the basis of community needs and requests for service. Preventive programs of education and social action account for about one-third of the Association's work but they see a need for increased preventive services, particularly among mothers and school children.

#### Method and Approaches

The Association's work is done with individuals, groups and communities through contacts made in ways similar to the other agencies discussed. Work with families is limited. A cooperative and interdisciplinary approach is encouraged and work with para-professionals and volunteers is considered invaluable.



Consumer Affairs Branch - Alberta Department of Manpower and LaborGoals and Objectives

The Director of the Consumer Affairs Branch feels that none of the specific goals and objectives listed by the other agencies really apply to the Branch's work. Rather, the Branch has four major objectives: 1) to disseminate information with respect to Alberta laws for the protection of consumers (consumer education); 2) to investigate complaints; 3) to act as liaison between various consumer and business groups in Alberta (e.g., Alberta Division of the Consumers' Association of Canada, Better Business Bureau, and chambers of commerce); and 4) to act as a liaison between provincial and federal governments in the interests of Alberta consumers. The author feels that these basic objectives require that some of the Branch's work be done with disadvantaged persons, particularly the function of consumer education (which is direly needed by the disadvantaged). As shown in the literature, consumer education could form a vital part of a community development program by helping families improve their living conditions and standard of living and by preventing many of the financial and legal problems which often beset the disadvantaged. Whether work is indeed being done by the Branch in this area is another question.

Clientele

The Director repeatedly stated that the social problems and needs of the Branch's clientele are not of concern to the Branch in that it is not set up for that purpose. He did state, however, that most of the clientele worked with are experiencing budgeting and credit problems, which, to the author, implies a degree of disadvantagedness.



### Structure

The Consumer Affairs Branch employs one Director, two Consumer Research Officers with training in social work, the finance industry and the RCMP, and two secretaries. The research officers are not specially trained for their positions, but have education and the diversity of experience required for consumer work.

### Programs and Services

Apart from investigating specific written consumer complaints, the Branch offers a speaker service to large groups all across Alberta. Of necessity the extent of this "consumer education" function is limited because of the shortage of manpower and time and the high volume of complaints requiring investigation. But opportunities for radio or television interviews or educational television programs (e.g., the series called The Consumer Game) are rarely missed. The Director feels that more effort should be directed towards this preventive work as soon as resources permit. The Branch calls upon some 100 government acts for the protection of consumers and in the past year handled about 50 major categories of consumer problems (e.g., pyramid sales) and about 100 minor categories such as dissatisfaction with specific commodities or unethical dealers. Counselling is limited to the specific consumer complaint and occasional referral to the Debtors' Assistance Board. The Branch also works to maintain liaisons between the consumer and business to encourage quality of goods and services in the marketplace, by recognizing responsibility on the part of both business and consumer.



### Methods and approaches

The Branch works primarily with individuals and groups in the community context- rarely with entire families. Contacts are made through referrals, group contacts, client demands for government action, and mass media, the latter being considered most effective. The research officers use primarily a case-work approach on the basis of a written complaint. (The written complaint is required to indicate that the client is prepared to accept some responsibility for the investigation thereby encouraging only legitimate complaints.) The officers work cooperatively with many other agencies and organizations, including the city police, RCMP, Family Service Association, Debtors' Assistance Board, and others, as well as with lawyers and industry organizations. The Director would like to see much closer involvement with the Consumers' Association of Canada and The Alberta Department of Agriculture Home Economics Branch in the future to expand its work with volunteers and to provide wider dissemination of information.

### Debtors' Assistance Board

#### Goals and Objectives

The Board's Director feels that all of the goals discussed in relation to the City Social Services apply to some degree to the work done by the Debtors' Assistance Board, with the inclusion of the more specific goal of the rehabilitation of the overcome debtor.

#### Clientele

The people seeking assistance from the Board are generally experiencing extreme budgeting and overuse of credit problems regardless of level of income. Often associated with these problems are problems of immaturity, inability to cope with masses of advertising



and high pressure sales, irregular employment and some alcoholism. The Chairman felt that the debt problem in most cases is secondary to emotional, social or family problems.

#### Structure

The Chairman coordinates the activities of the Boards located in Edmonton, Calgary and Red Deer. Edmonton and Calgary each have two administrative Board members and Red Deer has one member. The Edmonton office covers the Edmonton-Grande Prairie-Peace River region and employs nineteen assistant counsellors, one secretary and one receptionist. Most of the credit counsellors have business administration, commercial law, accounting or commerce training but all are also trained on the job.

#### Programs and Services

Most programs and services are aimed at families and some in the community. Services offered include the following: budget assistance; litigation prevention (seizure, garnishee or foreclosure); counselling regarding miscellaneous problems related to rent, repairs or home improvements, damage deposits, hastily entered agreements, etc.; and, administration of the orderly payment of debt provision for the heavily over-indebted individual. Community services account for about 10 per cent of the Board's work and are designed to be preventive, including Family Life Education lectures and seminars for creditors. No increase in the proportion of preventive programs is foreseen because the need is beyond the economic and personnel resources of the Board, and also because the Chairman believes that people generally ignore educational programs until they find themselves heavily over-committed.



### Methods and Approaches

Clients are generally contacted through referrals from family counselling agencies, lawyers, creditors, or other debtors who have been made aware of the services available. All the counsellors are understandably bound by a policy of confidentiality and they also insist that both husband and wife be involved in the counselling process. Counsellors are encouraged to work in cooperation with other agencies and professionals as much as possible. So far, the Board does not enlist the aid of para-professionals and volunteers although they are considering using them in more remote areas. The Chairman estimated the Board's counselling success rate at about fifty per cent.

### The Homemakers : "The Dixie Girls"

The Dixie Girls was started by the Glengarry community worker in September, 1970 as a Mothers' Day Out group. Women were contacted through one of the schools in the Glengarry area and they were mainly middle and lower-middle class women living in low-cost housing developments. All were married and had children, and most were two-parent families. The group began by being merely a social club until the women expressed boredom and a desire for new inputs and programs, which the Glengarry home economist was asked to provide. Over the two year period during which the home economist made frequent contributions to the program, the group amalgamated with another group which included several working women. The Dixie Girls then became a "Mothers' Night Out" group, meeting every week in a neighborhood school. A massive advertising program through the media and the community newsletter increased the membership to about sixty-five.



Of these, fifteen women were selected at random from the membership list since time would not permit the author to interview them all.

The group's programs were always organized and advertised through the President and the Secretary-Treasurer. Programs included such topics as crafts, child psychology, budgeting, nutrition, leisure, floral arranging, cosmetics, hair styling, meal planning, lapidary, self-defence, remodelling old clothes, and consumer education. The Glengarry home economist became a frequent and very popular program resource. She perceived the group as having family communication problems, as well as a need for basic home management and budgeting skills. The group was also experiencing leadership problems with too few of the women being encouraged to develop leadership skills.



## CHAPTER VIII

### DESCRIPTIVE ANALYSIS OF DATA AND DISCUSSION

In this chapter we propose to analyze the data collected in terms of the objectives set out in Chapter VI. This will be followed by an analysis of the data testing the hypotheses constructed in Chapter VI.

#### The Family in Community Development: The Change Process

At the outset of this study it was established that the family was to be viewed theoretically as an important link in the community development process. Support for this stand was sought and, more particularly, the author sought to determine the value of the family "filter-disorganization-crisis" model (p. 12) as being descriptive of and useful in the understanding and analysis of the change process.

#### Importance of the Family in Development

The agency directors, home economists and community development workers were all asked a series of questions regarding the status and role of the family in today's changing society. Their responses are presented in Table 1.

The family was viewed by most of those interviewed as a strong social institution which can become a catalyst to social change. Five informants felt that the family can also be a barrier to change (through multiple problems, mistrust, lack of awareness and understanding, and disruption of the family unit), providing support for both the concept of cultural lag discussed in our review of the literature, and the family's role in the filtering of change. The family's problems, lack of understanding, fear and inadequate



TABLE 1

## Perceptions of the Family Unit in Today's Changing Society

Nature of Perception*	Agencies' Directors (10)	Home Economists (4)	Community Development Workers (3)	Total
<b>1. Status of family</b>				
Barrier to change	3	1	1	5
Strong institution	8	3	1	12
Potential catalyst to change	9	4	2	15
Dying	-	-	2	2
Obsolete	-	-	-	-
Other	1	-	-	1
<b>2. Importance of awareness of family and interrelationships to community development</b>				
Important	10	4	3	17
Not important	-	-	-	-
<b>3. Usefulness of family as medium of social change</b>				
Useful	9	4	2	15
Not useful	-	-	-	-
Other	1	-	1	2

\* App. II, p.233, #4, p.234, #5 ; App. III, p.250, #1, p.251, #2 p.252, #5 ; App. IV, p.255, #3, p.256, #4, 7.



decision-making and crisis-meeting resources are seen to influence its attitudes towards, and ability to respond to, the social forces and social changes it is experiencing. But those who felt that the family is sometimes a barrier to change also felt that it can become a catalyst to change. The two who felt that the family is dying qualified their statements by saying that "family" will always exist but in a changed and more functional form. Only one agency director felt that the family merely responds to change and does not affect it.

The strength and importance attributed to the family by the professionals is further supported by the homemakers' perceptions of the family and its importance in the change process. (App. V, p.265, #10 - 12). All fifteen of the homemakers thought it possible to reach their goal of having a close family unit despite other forces in today's society in which the children are away from home more and subject to so many other influences. But they all stressed that such a goal required an active commitment on the part of both parents and a sincere effort to try very hard.

All of the women recognized that we live in a society of many changes and the author asked them how they could best prepare their children for life in such a world. Nine homemakers stressed the importance of open communication and frequent family discussions, eight stressed the importance of developing a strong, stable home environment to provide the emotional support, love and understanding which the child may not get elsewhere, and seven women felt that the child must be taught unselfishness and how to get along well with others and to accept differences. Of lesser importance were:



encouraging a wide range of activities and interests; doing things with their children; and, teaching self-confidence, self-respect, independence and responsibility. A few mentioned respect for parents and the property of others, a belief in God for courage to accept difficulties, and participation in various youth groups such as Brownies or Cubs.

Only two women felt no emotional ties with their extended families (parents, brothers, sisters) and thirteen felt emotionally close to these relatives although distances were sometimes too great for frequent visiting.

All of this information implies that these women place high value on the family in its nuclear and modified-extended forms, and that they consider it to be an important institution which forms the base of our society.

The agencies, community development workers, and home economists were unanimous in stating that awareness and knowledge of family structure and interrelationships are essential to the person working in community development. All but two felt that the family can be useful as a medium of social change for a variety of reasons: several felt that it is the only unit available for work with the disadvantaged; others felt that it is but one of several possibly useful units; and still others felt that the family (with its strong emotional support system and concern for children and community) becomes the key to social change, as long as the whole family is involved in the change process. One agency director suspected that the family could be useful but felt that this has not yet been proven. One community development worker was uncertain of the family's usefulness as a



medium of change because he is not yet sure if families can be raised to new levels of functioning.

In summary, then, the informants, including the homemakers, generally perceive the family as an important social institution. Most of those working in development perceive it to be a potentially useful development unit which must be recognized as being able to inhibit or catalyze social change.

#### The Family in the Change Process: The Model

To further explore the family's importance in development, the author asked questions regarding the family's role in the change process of community development - with reference to ways and means of facilitating social change through the family and the "filter-disorganization-crisis" model presented.

The family's role as filter--The professional informants were asked how the family can function to facilitate social change. Their responses are presented in Table 2.

Many of the informants view the family as providing a very accessible receptor for mass media information regarding the need for, and desirability of, positive change in families and communities. But still more see the family as providing an environment in which the family learns about and responds to change, and also, as a mechanism for the legitimization of change (through the influence of the informal family leader, usually the homemaker).

The author wanted to determine if these homemakers recognized their particular role in initiating and effecting change within the family. The women were asked to describe how difficult it is for them



TABLE 2

Function or Potential Use of the Family in the Facilitation  
of Social Change

Family Function or Use*	Agencies' Directors (10)	Home Economists (4)	C.D. Workers (3)	Total
Provides learning environment	8	4	-	12
Legitimization of change through family opinion leader	5	3	1	9
Provides readily accessible receptor for mass media regarding change	6	2	-	8
Group formation to solve family problems and to respond to change	1	-	1	2
Other	-	1	1	2

\* App. II, p.234, #5 ; App. III, p.251, #2 ; App. IV, p.256, #4.

to get others in the family to change when they are committed to the change themselves (App. V, p.262 #4). Ten of the women said that it is easy to get the rest of the family to accept changes related to the home or family life (to a lesser extent, other attitudes) provided they can communicate well, important reasons for the change. Five stated that it is difficult to get the family to change but that, if the reasons are strong and well communicated, that the family will generally give the change a try. One of the women said that it is easy to get her children to change but very difficult to convince her husband. She said that she always accepts his attitudes and decisions because he is the breadwinner. Two-thirds of the women feel that they do indeed have considerable influence over the family's attitudes towards change, supporting our view of



the homemaker as the informal family leader.

In summary then, twelve of the seventeen professionals view change as being dependent on family awareness and understanding of its necessity, providing considerable support for our notion that most social change must first be filtered through the family before it will be adopted.

Family change-community change--Open-ended questions were asked of the agency directors and the home economists regarding how changes in family living patterns and behavior could facilitate community changes, if at all, and how such changes could be best brought about. The informants expressed the following views which are presented in Table 3.

From Table 3 it becomes clear that the informants were almost unanimous in the belief that changes in the family can foster changes in communities which, on a large scale, leads to social change. Three were unsure of the mechanism involved and were unable to cite examples at the time but, still, they believed in the importance of family change in fostering community change. One agency director said he could not answer the question.

The informants' suggestions on how such family changes can be brought about were less clearly categorized. Two-thirds felt that family change is brought about through education regarding the use of family and community resources; family life education; family counselling; leadership training; improving interpersonal relationships and family communication; and, by encouraging personal growth, self-confidence and trust, which are necessary for later group and community involvement.



TABLE 3

## How Changes in Family Behavior Can Lead to Community Change

Changed Behavior*	Resulting Community Change	Agencies' Directors (10)	Home Economists (3)	Total
Improved decision-making and ability to cope	Improved stability, stronger family, better able to contribute to community and social change (on larger scale)	5	3	8
Improved interpersonal relations, communications	Reduction in factors which can contribute to social problems (eg. crime, juvenile delin.)	-	1	1
Altered lifestyle due to external changes (eg. media technology)	Economic, social and moral changes in community (eg. marketplace of "conveniences" changes in child-rearing, religion)	2	-	2
Agree that changes in family behavior lead to community and social changes but no examples given.		3	-	3
No response		1	-	1

\* App. II, p.234, #6 ; App. III, p.244, #12.

About one-third of the informants suggested that motivation is a key factor in stimulating changed behavior and, for that reason, that the whole family must be encouraged to understand and participate in any changes in living patterns. Two informants felt that basic family organizations such as the Home and School, or other stronger families who are better able to cope, can provide valuable inputs and examples for the disadvantaged family.

The model--The three groups of informants were also asked to evaluate the usefulness of the "filter-disorganization-crisis" model



(p.12) in the understanding and analysis of the community development process. Their answers are summarized in Table 4.

TABLE 4

Usefulness of the "Filter-Disorganization-Crisis"  
Model in the Understanding and Analysis of the  
Community Development Process

Usefulness of Model*	Agencies' Directors (10)	Home Economists (4)	C.D. Workers (3)	Total
<b>1. In <u>understanding</u> process</b>				
a) Useful	7	3	3	13
b) Not useful	1	1	-	2
c) Possibly or don't know	2	-	-	2
<b>2. In <u>analyzing</u> process</b>				
a) Useful	5	2	3	10
b) Not useful	-	1	-	1
c) Possibly or don't know	5	1	-	6

\* App. II, p.235, #7; App. III, p.251, #3; App. IV, p.256, #5.

It appears that most of the informants perceive the model as being useful in the understanding of the community development process and, to a lesser extent, useful in its analysis. One agency and its home economist felt that the model is not very useful, stating that we tend to get lost in models. They would rather spend their time working towards understanding people and relationships. The informants who saw possible usefulness in the model or who were unsure of its usefulness, felt that the model was too general and that it is difficult to know if the model applies in the majority of cases. They felt that while some families are able to improve their levels of functioning and community involvement after crisis and disorganization, others remain in their disorganized state.

However, while the model does not have the overwhelming support of all the informants, its usefulness is recognized and accepted



by the majority, lending credibility to the author's description of the family's important role in the change process and community development.

### Summary

In designing this study, the author sought support for the view which holds that the family is an important unit in the change process of community development. We have found strong support for viewing the family unit as being both important to and useful in community development work (Table 1). Development workers recognize the importance of knowledge and understanding of the family in their work and also the family's importance as a filter of community or social change. Family change requires the understanding and acceptance of all family members - a process which can be facilitated by influencing the informal family leader, generally, the homemaker (Table 2). The "filter-disorganization-crisis" model (p.12) describes the family's role in the facilitation of community change through its own strength-building process. The family lacking adequate physical resources or the important decision-making and home management skills required to successfully filter change, becomes disorganized until, through reorganization and the building of the needed resources and skills, it is able to deal with the crisis it is facing. This stronger family unit is then better prepared to respond to and initiate change in the community (Table 3). Most of the development workers find the model presented to be useful in understanding the change process and, to a lesser extent, helpful in analyzing it (Table 4), thereby giving recognition to the family's importance and potential in community development.



### Usefulness of Specific Community Development Approaches and Methods

Another objective of the study was to compare the views of the field workers regarding interdisciplinary team approaches and the use of para-professionals and volunteers in development work, since these concepts are frequently noted in community development literature.

#### The Interdisciplinary Team Approach

The literature reviewed frequently points to the importance of interdisciplinary methods and approaches in the development process. The author wanted to reveal the perceptions of professionals who had actual experience in development work to determine whether the theory can be implemented effectively.

The informants were asked to list the advantages and disadvantages of the interdisciplinary approach (App. II, p.233, #1; App. III, p.248, #13; App. IV, p.254, #2). The advantages mentioned included the following; many levels of expertise provide better and more effective service for clients by building-in more skills to cope with problems (no one discipline is equipped to solve multi-problems and each discipline has much to offer others in terms of expertise and helping to overcome frustration); "red tape" and bureaucracy become less of a barrier; professionals become more visible and accessible to those in need; communication and ease of referral is improved, and, it provides a more direct and total approach to problems and helps avoid duplication of services.

The disadvantages of this approach as identified by the informants included the following: it requires much greater adaptability and creativity; it requires more of the professional's time



and effort despite other work commitments; role conflicts and professional or inter-agency jealousy can lead to slow or fragmented service or battles to gain recognition or transfer blame; it can become an end in itself (which dooms it as an effective method) rather than a means to an end; problematic interpersonal and inter-agency relationships can lead to communication breakdown; and, coordination is made more complex and difficult.

But despite these problems associated with an interdisciplinary approach all but one of the informants felt that it is both an important and very useful approach for work with the disadvantaged, provided that all the participants are committed to the concept, that each one knows the limitations of his own profession, and that policy is set by agencies, professionals and families involved, to meet the goals of the disadvantaged. One agency director was not sure whether the approach was either useful or important in his agency's work but admitted to its possible value to other agencies.

These views support the findings in the literature that an interdisciplinary approach is both important to and useful in development work.

To shed further light on this approach, the informants were asked to identify what groups of professionals could best ally forces for interdisciplinary work with the disadvantaged. (App. II, p.233, #3; App. III, p.248, #3; App. IV, p.254, #1-2). Depending upon need, the following groups were suggested as valuable members of the team: community development workers, debt counsellors, lawyers, public health nurses, doctors, teachers, school counsellors, clergy, home economists and recreation workers. Noteably, all the informants included the



home economist as having value to the team, although there was no way to control for the possibility that the respondents included the home economist merely to please the author, because she is herself a home economist.

#### The Use of Para-professionals and Volunteers

The literature review suggested that the trained volunteer or para-professional could possibly have an important role in work with the disadvantaged (pp.87 - 91). They can be effective in establishing basic trust and empathy with the disadvantaged, thereby preparing the way for the professional, or they can be used to help bridge the communication gap between professional and family, presenting knowledge and skills to the family on a level which they can comprehend. In development programs where resources are somewhat limited and personnel few, they are able to multiply the work of the professionals. To delve further into this interesting aspect of community development work, the author asked the informants several questions regarding the use of para-professionals and trained volunteers to determine their views and whether they do in fact use such assistance.

While all of the informants felt that the para-professional has an important role in community development some had reservations regarding the use of volunteers and there were many differences regarding what the primary roles of these two lay groups should be.

One home economist felt that only lay professionals could make positive contributions as volunteers and even then, only in the direct dissemination of information. Another home economist felt that it was important that any direct work by para-professionals or



TABLE 5

Perceived Role of Para-professionals and Trained Volunteers  
in Community (Family) Development

Perceived role*	Agencies' Directors (10)	Home Economists (4)	C.D. Workers (3)	Total
No set role	-	-	-	-
Direct dissemination of basic information	9	4	3	16
Bridge communication gap between family and professionals	8	4	2	14
Establish trust to prepare way for the professional	7	4	2	13
Enable citizen participation involvement in own development	8	4	3	15
Other	-	-	1	1

\* App. II, p.235, #8; App. III, p.247, #11; App. IV, p.254, #2.

volunteers be carefully supervised with professional follow-up, and that such work not include teaching of skills or counselling, which must be done by professionals. One home economist felt that the primary role of the para-professional or volunteer should be to establish trust and to bridge the communication gap, whereas another thought the primary role should be to disseminate basic knowledge and skills, to expand the professional's contact, and to permit the community to participate in its own development. Thus, while recognizing all four of the potential roles of the para-professionals and volunteers, the home economists seemed confused as to what the primary roles should be, and, at the same time, a few appeared protective of their professional work with the disadvantaged. As a matter of conjecture, the author wonders if this could perhaps be attributed to the low status of their main clientele (homemakers)



and the primary focus of their work (teaching various homemaking skills) in today's society. Thus, in order to compensate, they may see themselves and their role as being important, and find it necessary to be protective of their profession.

The agency directors generally recognized all four of the roles mentioned but, like the home economist, could not agree on which roles should be the primary ones. The least popular role of the para-professional or volunteer was that of establishing trust and preparing the way for the professional worker. Several of the agency directors felt that a good professional should be able to do this task himself. One agency director did feel that it is important to pay all development workers to enable the agency to better control the standard of work done.

The community development workers all recognized a role or roles for the para-professional or trained volunteer in development, but one worker felt that the roles of establishing trust and bridging the communication gap were unnecessary because professionals should be able to cope with these problems themselves. He also thought that the lay worker's role should be based on what he or she has the ability to do, as evaluated by the community rather than the professional. Another community worker felt that the para-professional or volunteer can also be valuable in indigenous leadership development. But the third worker felt that volunteer work is less useful than that of the paid worker because volunteer work is part of leisure time, which always takes third priority to family and work needs.

The selection of para-professionals and volunteers should be done carefully to ensure that the worker is psychologically prepared



for work with the disadvantaged, according to the informants. Only three of the agency directors and two of the home economists felt that it is best to select indigenous workers. The others all stated that the person selected is most important, although it is sometimes helpful if they come from the community involved. All of the informants were unanimous in their view that all para-professionals and volunteers require careful before and in-service training and supervision.

Questions regarding the actual use of para-professionals and volunteers revealed that seven of the agencies and two of the community development workers actually use paid and volunteer aides in their work. (App. II, p.232, #15; App. IV, pp.254-255, # 2) All of the home economists use para-professional assistance, (one to a small extent) and three use the services of volunteers (two to a small extent only). Thus the views and work practices of the informants seem to support the findings in the literature that para-professionals and volunteers can indeed play a role in community development.

#### Summary

One of the objectives of this study was to compare the views of agencies, community development workers and home economists regarding the specific community development techniques of the interdisciplinary approach and the use of para-professionals and volunteers. It is apparent from the data presented here that most persons see the interdisciplinary approach as important and useful although there are recognizable difficulties in making it effective. There was considerable interest in the use of para-professionals and



volunteer workers but the need for careful selection and both pre-service and in-service training was stressed.

Perceptions of the Home Economist:  
Her Training; Potential and Role in Development

Another objective of the study was to describe the training received by the home economists studied and to reveal community perceptions of the home economist, her training, and her potential role in development work with the disadvantaged.

Actual Training and Its Application

Three of the four home economists received their training in Alberta - two prior to 1955 and one as recently as 1967. The fourth home economist graduated in 1966 in Nova Scotia. All four received rather traditional general home economics training, with some foods and nutrition, home management, budgeting, psychology, philosophy, economics and art courses.

As described in Chapter VII, all four home economists were employed in positions requiring a greater diversity of skills than their traditional undergraduate training had provided. One was working as a resource co-ordinator responsible for the training and coordination of a province-wide Home Visitors Program (p.127), one was working as a family counsellor/homemaker services and family life education services coordinator (p.130), one as a social worker/counsellor (p.116), and one as an urban home economist (pp.114-115). Two of these home economists felt that their training had been inadequate for their present work because it was too limited and lacking in relating and communicating skills. Two felt that the basic training was good but that they required considerable in-service



training and experience before they could function effectively.

The supplementary informal and in-service training these home economists had received included: urban planning, community development, leadership, social work, education, and communication with the disadvantaged. All felt that this in-service training and work experience provided the most valuable part of their training (particularly training in group behavior and interaction, conflict and social change, community leadership, and social work) but one of the recent graduates also felt that her foods and nutrition, home management and budgeting courses had been valuable. All wanted to pursue further training in fields such as group behavior, rural sociology, consumer studies, family living, community development, behavioral sciences and human relations, psychology and political science. All four stressed that training beyond home economics was essential for their work with the disadvantaged. It was hoped that the new "family-oriented" courses would better prepare the new graduates for development work so that less of this supplementary training would be required.

The personal characteristics which the home economists felt were essential for work with the disadvantaged include patience, understanding, acceptance, friendship, trust, non-possessive warmth, optimism, flexibility, energy, creativity, empathy, self-confidence, and not being afraid to make mistakes. All of the agencies involved considered their home economists to have such personal traits.

#### Community Perceptions of the Home Economist

The agencies' directors, community development workers and homemakers were all asked what the term "home economist" meant to



them, and what training they think a home economist receives.

Their responses are summarized in Table 6 and the discussion following.

TABLE 6

Summary of Community Perceptions of the Home Economist's  
Training and Skills

Perceived Training & Skills*	Agencies' Directors (10)	C.D. Workers (3)	Home-makers (15)	Total
Primarily basic home economics skills (foods, nutrition, clothing, textiles)	4	2	2	8
Management of family resources and consumer education	6	1	14	21
Family, interpersonal relations (social sciences)	6	1	10	17
Communications	5	1	14	20

\* App. II, p.236, #1-2; App. IV, p.256, #6; App. V, p.260, #4, p.261, #5.

Four of the agencies' directors perceive the home economist primarily as an expert in nutrition and the physical family skills such as cooking, sewing and looking after the home. The other six directors perceive her as having further skills related to the family - money and home management, budgeting, and buying skills. But all of these directors perceive the majority of her work to be with homemakers - not the family as a unit. Two of the community development workers see the home economist as working primarily in the role of improving the homemaker's physical and mechanical skills. Only one perceives the home economist as having considerable expertise in family resource development (physical and emotional). This difference could perhaps be attributed to the fact that this community



development worker had been working very closely with a family-oriented home economist.

All of the professionals did stress, however, that family-related training and skills (such as home management, budgeting, family living, child care and development, interpersonal relations and group leadership skills, social and behavioral sciences, and communications) are essential to a home economist hoping to work in community development. They stressed the need for both theoretical and experiential training in the above-mentioned skills.

At the same time, many of these professionals perceive that such training and skills are very limited in most of the home economists with whom they have worked or become acquainted.

It would seem, then, that many people currently working in development do not see the home economist as having the special training and skills required for development work, despite the fact that such training is now being incorporated in newer "family" programs at several schools of Home Economics, and the fact that several of the home economists studied are already doing such development work.

Interestingly, and in sharp contrast to most of the professionals, the homemakers perceive the home economist in rather glowing terms, generally finding her very knowledgeable in all aspects of home and family life (Table 6). Their perception of the home economist in general is that she "knows everything that a family needs to know" (such as budgeting, home management, food buying and preparation, nutrition, home care, comparative shopping, etc.) and that she is the "perfect homemaker". Ten felt that she is also very knowledgeable about family life and interpersonal relationships. Two felt that she



is generally very practical, down-to-earth and an approachable source of valuable information. Only one homemaker expressed confusion as to the home economist's role. She had always viewed the home economist as having very "domestic" skills, generally working as a teacher of these skills. But recently this homemaker had become aware of a home economist who was also doing work in family life education. This had contributed to her confusion as to the actual scope of the home economist's work.

But, on the whole, the homemakers hold a very positive view of the home economist and her ability to help them meet family needs. We must recognize, however, that our sample was small and that the homemakers' perceptions could be colored by their contact with one particular home economist. Therefore, we cannot necessarily attribute these homemakers' perceptions of the home economist to the community at large.

An interesting perception common to both the professionals and the homemakers was that the home economist has little training or skill in child care and development. The professionals see other specialists such as child psychologists and public health nurses as being the experts to work with mother and child. The homemakers also believe that the home economist is not prepared to advise on child care and development. The author believes that the homemakers possibly are more likely to see the public health nurse in this role because of their frequent visits to the health clinics while the child is young.

#### The Home Economist's Potential Development Roles

All of the professionals felt that the home economist has potential



for making a unique contribution to community and family development. They each identified her potential role or roles and these are presented in Table 7.

TABLE 7

The Potential Roles of the Home Economist in  
Community (Family) Development

Potential Role*	Agencies' Directors (10)	Home Economists (4)	C.D. Workers (3)	Total
Community worker	4	3	2	9
Community worker's resource	5	3	-	8
Disadvantaged family's resource	5	3	1	9
Education of Para-professionals and volunteers	8	4	3	15
Other	-	-	-	-

\* App. II, p.240, #4; App. III, p.252, #4, 6; App. IV, p.257, #7.

As indicated in the table, the role of the home economist as an educator of para-professionals and volunteers ranks highest as a potential role for the home economist in development, although most of the informants stressed that such work must be carefully set up and well supervised. The other possible roles also ranked highly but in no particular order. The community development workers stated that the home economist's role as a community worker should only be considered when the community requests her services. One of the home economists suggested that the role as a resource to disadvantaged families could be considered valid only as a follow-up to work done by para-professionals. One of the agency directors felt that the home economist's role as a resource to families could be handled



much like today's medicare, with some form of government or agency funding. He suggested that families in need of home economics or family resource management guidance could simply consult one of many such home economists, much as they would their family doctor.

The home economists were also asked what methods of communication were most successful in working with the disadvantaged. They identified contact and counselling with individuals and families and work with small groups as being most effective in their work at present. They were unanimous too in their choice of work methods which they believe can be effective, and which they would like to incorporate into their own work when possible. These included an interdisciplinary team approach, the careful use of para-professionals and trained volunteers, and the use of the media to stimulate awareness and expand their contact in the community.

It would appear then, from the table of potential roles for the home economist in development and from the home economists' own perceptions on effective methods of communicating and working with the disadvantaged, that the home economist is perceived to have a role as a member of an interdisciplinary team in development, primarily as an educator of para-professionals and volunteers, but also as a direct community worker and resource to other professionals and families.

The directors were also asked if they could see a potential role for a home economist within their agency (App. II, p.239, #iv-v). Only one replied that he would not hire a home economist who had no other skills. The rest of the agency directors all felt that the home economist could play a role within their agency frameworks in the following ways: not on a full-time basis and not in actual



service delivery but rather as one resource to many agencies; teaching specific skills in the community (through home visits or agency counselling work); and, assisting families in the management of their resources and in family care and interrelationships.

The paradox lies in the fact that, although the agencies all state that the home economist does have a very positive and unique contribution to make in community (family) development, they lack a complete understanding of the scope of the home economist's training and skills (table 6 ) and consequently, very few agencies actually employ home economists for this work. This reluctance to hire a home economist could also be attributed to the idea expressed by a few of the informants, that the home economist's services should only be used when the community requests them. This would mean that few home economists would be hired until the agencies, helping professions and community can all be made more aware of the home economist's training and skills and until they have a clearer understanding of her potential roles in development, as well as a readiness to utilize her services.

#### Summary

At the outset of this study we were concerned with describing the training of the home economist working in development, and comparing the various community perceptions of the home economist and her potential roles in development work. The home economists felt that they had initially lacked the "development" skills required for their work, but all had managed to supplement their traditional home economics training with more family, social work, community development-oriented skills (training which is now available to



students entering family studies programs in home economics).

The helping professions and agencies do not yet seem to have a clear understanding of the home economist's newly acquired family-oriented training and skills (Table 6) although they do recognize the importance of such training in development work. The homemakers studied showed a higher level of awareness of the home economist's scope, believing her to be a valuable resource for their home and family problems and in meeting their needs (Table 6).

It was not clearly obvious that the agencies and professionals, other than the home economists, were certain of the role the home economist could play in development (Table 7). Some of her potential is recognized but generally, her contribution and skills are poorly understood.

#### Hiring the Home Economist for Development Work

Another objective of the study sought to identify the factors influencing the hiring of home economists for development work with the disadvantaged.

#### Agencies Employing Home Economists

Of the ten agencies studied only five (two jointly) actually employ a home economist and even then, only one of the four is employed specifically as a home economist. The employers of the other three home economists all stated, however, that the home economics training each had received enabled them to make special contributions to the agencies in their work with the disadvantaged. The unique contribution which one of the home economists could make towards "bringing the women along with the men" to effect change, was actually considered by one of the agencies to be a major reason why the home economist was



hired for its interdisciplinary work. This view of the home economist sees her as working primarily with women. But most of the agencies and home economists believed that the home economists had been hired, in part, for their family orientation and their personal characteristics. This view of the home economist is more in keeping with her role in assisting families with their resource building and management problems, for example, as a family finance counsellor or budgeting consultant. One of the home economists also felt that she was hired because the agency perceived a need for a non-welfare image and for direct educational programs for families, which would be complementary to social work. The agency director verified this perception.

#### Agencies Not Employing Home Economists

Agencies' directors not employing a home economist were asked why (App. II, p.239, #1). Two directors stated that they consider the home economist's skills to be too limited, and six stated that she lacks the required skills or that others are better prepared for their agencies' work. These directors all stated that social work, counselling skills and community development background would provide the best training for their work. Four directors claimed that they do not hire home economists because there is no money in the budget to do so. When asked why the home economist's skills are not considered essential enough to make hiring a home economist a high priority in their budgets, two replied that she would be of limited value to the agency unless equipped with a strong family and community development background or personal characteristics conducive to work with the disadvantaged. One director stated that she was able to obtain needed



home economics services on a volunteer basis at present. The fourth director stated that the hiring of a home economist was a top priority in his budget but that the government did not give the necessary approval.

The directors were also asked what type of worker they would hire if money were made available (App.II, p.239, #ii). Only one would choose a home economist, three would choose social workers or counsellors, one a volunteer coordinator, one a para-professional to work as a community worker, and one would choose according to personal characteristics and relating skills rather than by type of formal training. All the directors stated, however, that if the home economist's training included more communications, interpersonal and group skills, and family relationships skills, she would then become a more desirable candidate, having the added bonus of traditional home economics skills.

#### Limitations of the Name "Home Economist"

In addition to determining the community perceptions of the home economist, the author wanted to determine if the name "home economist" in any way limited her effectiveness, or if it negatively influenced the attitudes of prospective employers. Agency directors, home economists and community development workers were asked whether the name was in fact a handicap. Their responses are shown in Table 8.

The five agency directors who felt that the name "home economist" is a handicap believed that the name does not reveal the full scope of her training, that the name is not well accepted in the community, and that while it does limit her effectiveness, it does so no more than



TABLE 8

**How the Name "Home Economist" Affects the Hiring  
of the Home Economist and the Effectiveness of Her Work**

Perception of Name*	Agencies' Directors (10)	Home Economists (4)	C.D. Workers (3)	Total
Limits hiring or effectiveness of the home economist	5	-	-	5
Increases hiring or effectiveness of the home economist	1	-	-	1
Name is not an important factor	4	4	3	11

\* App. II, p.237, #iv; App. III, p.250, #9; App. IV, p.257, #7.

other titles. One agency director felt that the name increases her effectiveness because it is a "very positive name" in the community. All of the home economists and community development workers felt that the individual's relating skills and effectiveness are far more important than what she is called.

#### Summary

Because few of the agencies studied actually employ a home economist, and since even those who do often have her working in another capacity, the author sought to identify some of the factors influencing the hiring of home economists for development work.

Reasons for hiring home economists included their ability to make a unique contribution to the work of the agency, either working primarily towards the development of women to keep pace with that of the men, or working with families to assist them in building family resources and skills for improving family life. The home economists' non-welfare image and personal factors were also considered important.



Reasons for not hiring home economists could be in part due to misperceptions regarding their training and skills. Essential interpersonal, family and group-relating skills are often considered lacking, thereby making personnel selections from other professions appear more desirable. In addition, lack of budget money and the availability of home economics skills on a voluntary basis when required, are other factors.

While some directors felt that the name "home economist" was a handicap, most of the professionals did not consider it to be a limiting factor either in the hiring or effectiveness of the home economist (Table 8).

The Home Economist's Effect on Community (Family) Development: Through the Homemaker

In order to further reveal the general perception of the home economist's role, a group of homemakers from disadvantaged families was interviewed to evaluate the home economist's effect on their development.

All development programs must be evaluated periodically to determine the effectiveness of methods being used and to plan further strategies. The author felt that by studying a group with which one of the home economists had worked extensively, she would gather valuable information regarding the following: the need for home economics knowledge and skills; the change process and the family's role and importance in effecting change; and, the home economist's effect on the disadvantaged family, as measured by the development of family resources and management and decision-making skills, and by improvements in community awareness and participation.



Profile of the Families: Problems and Needs

Demographic data indicated that the average age of the fifteen women was 30 years, ranging from 21 to 40 years. Each family, had an average of 2.2 children, seven having only one child and three having six or more. All of the children ranged from age one to twelve years, half of them being under six years. The median salary was in the \$6 - 10,000 range with two families having incomes of from \$3 - 6,000 and six families having incomes greater than \$10,000. The author recognizes that these family incomes are not typical of many disadvantaged families, but, in many cases, the jobs held are not very secure and earnings could remain close to the same level or could actually decrease with lay-offs or changes in the economy. Also, these families are young and have expenses which are often greater at this stage in the family life cycle than at any other time. In all but three of the families, the husband provided more than ninety percent of the total family income working at a variety of jobs. Six were white collar workers (including one professional, three managerial, and two sales workers), eight were blue collar workers (laborers, technicians, and construction and transport workers), and one was with the armed forces. One woman worked full time as a secretary and six part-time at unskilled jobs. Three women had secretarial or nursing training but none of these were working at the time of this study. All of the working women stated that they were working to supplement the family income. Once again, this secondary source of income is somewhat unstable and the families could be forced to live on one income at any time. If level of income leaves any question as to these families being termed "disadvantaged",



their problems and needs should quickly dispell any doubts. These are presented in Table 9 below.

TABLE 9  
Family Problems Identified by Fifteen Homemakers From Disadvantaged Families

Problems *	Number of Homemakers Experiencing Problems (15)
Employment-related	4
Home management	5
Low income, budgeting, credit	14
Housing	-
Consumer buying	5
Health and nutrition	5
Child care	3
Clothing and textiles	5
Other	1

\* App. V, p.262, #1.

All of the homemakers stated that they had what they considered to be major problems, averaging three problems per family. Problems associated with income, budgeting, and credit were most common. They included problems such as overuse of credit, which made bill paying difficult and sometimes impossible; difficulty in budgeting food money, so that the last meals before pay day were of questionable nutrition and not very appetizing; and, confusion regarding mortgages, insurance, and credit costs. Other common problems were trying to buy food for variety and nutrition with a limited food budget; not knowing what foods the children should be eating; inability to cope with both the children and the housework; and difficulty in combining employment and home life. One homemaker was also having difficulty in adjusting to marriage and her first child.



All of the homemakers found the programs of the home economist to be of great help in solving some of these problems. Programs considered most helpful included the following (in order of preference): food buying; nutrition and dieting; budgeting; home decorating on a low income; remodelling old clothes; and the use of leisure time. Many homemakers commented that the home economist's knowledge and the scope of it fascinated them, and they always looked forward to their sessions with her. Most wanted more programs with her and six felt that home visits would be helpful to them, although they recognized how very time-consuming that would be for such a busy person. One woman stated that homemakers need many more people like the home economist to work with them. Other programs which some of the women would appreciate included menu ideas and planning, home management, more information on budgeting, new textile information, and a basic course for young homemakers. Such programs reflect the very basic nature of the information and skills which these homemakers lack and need to acquire as a first step towards improving family life.

In addition to home economics programs, these families want, or require, other services and programs. Five of the women participate in Glengarry's volunteer training group and use the day care services. Twelve also use other community or agency services, including programs sponsored by the Y.W.C.A. and Parks and Recreation Department, and the services of the Family Service Association.

#### Group Participation and Leadership

The majority of the homemakers first heard of the Dixie Girls through a relative, friend, or neighbor who was already a member, or through the community newsletter. Most knew only one or two members



before joining but three knew no one. Most went to their first meeting with the person who suggested that they join; three went by themselves. Eight of the women had missed only one meeting, five had missed only a few over the two-year period, and two had missed several meetings. On the whole though, the women seemed to have a keen interest in the group and were reluctant to miss meetings.

The homemakers' motives for joining Dixie Girls included being able to spend a constructive evening out, enjoyment of learning new things, having something to do which is of personal interest, and being able to help others indirectly through friendliness or emotional support.

Only three of the homemakers were aware of the group's origins - that the Glengarry community worker had first organized it or that it was in any way linked with the Glengarry Centre. This is perhaps indicative of skilful community development technique, in which the group became self-sustaining over a relatively short period of time. On the other hand, only four of the homemakers were aware of who organized the programs, indicating top-heavy leadership skills and very little leadership development within the group, as noted by the home economist.

Nine of the homemakers stated that they would like to join another group. This could be, in part, a result of the women having little opportunity to express their views or to participate in the program planning, although the primary reason given was to meet more people and make new friends. Other reasons included: a desire for more information; because they had found participation in the Dixie Girls beneficial; to be able to discuss problems with others in similar



situations; to enable the children to play with their father alone occasionally; and, to become more involved in working for the community. Eight of the nine women wanted to join groups such as another Mothers' Day Out group, night courses, volunteer groups working with the handicapped, and sewing courses. One woman wanted to start her own group at a school nearer to her home, once again, perhaps indicative of her need to develop her own leadership skills. Six of the homemakers stated that they did not want to join another group because work or family commitments did not leave time for participation in more than one group.

#### The Home Economist's Influence

The author spent considerable time, both during and immediately following the interviews with the homemakers, recording all of their answers to the questions as well as any other relevant comments which might be useful in, and important to, the analysis of the home economist's effect on their personal, family, and community life. For this reason the following analysis contains several bits of additional information and occasional quotes of comments made by the homemakers.

Changes in homemaking and family skills--The homemakers were asked if the home economist's programs had effected the way they handled various homemaking and family concerns. Their responses are shown in Table 10.

This table shows that the most positive change occurred in the buying and preparing of food, shopping for other family needs, and household money management - all fairly specific concerns which are relatively easier to change than the attitudes and values associated with home management, child care and interpersonal relations. Twelve of



TABLE 10

Positive Changes in the Way Homemakers View Specific  
Homemaking and Family Concerns as a Result  
of the Home Economist's Programs

Homemaking or Family Concern*	Positive Change	No Change
Household money management	7	8
Home management	4	11
Child care	2	13
Interpersonal and family relations	6	9
Buying and preparing food	11	4
Shopping for other commodities	8	7

\* App. V, p.263, #6.

the homemakers stated that these changes in family living, which occurred as a result of the home economist's programs and their participation in the Dixie Girls group, also had positive effects on the family. All of these women believed that they had stored up valuable information and resources which would be useful in the daily "crises" of family life and in planning their futures. Seven felt that their improved budgeting and food buying techniques allowed more variety in the diet and often led to savings which could be used for little luxuries for themselves and their families. Five felt that they had become more open and relaxed in family relationships and that family communication had improved, particularly between husband and wife. One woman stated that everything she did affected her family and vice versa - "that's what makes a family a unit". Three of the women felt that their participation in the group had had no positive effects on their families, usually because the husband resented his wife's going out at night or resented being asked to babysit.



Personal development as a result of group participation--Besides having a degree of positive effect on family skills, the homemakers felt that their participation in the group had brought personal benefits. These included the following (in descending order): new information which supplemented their education; an opportunity to get out of the house or away from the children for a while; increased awareness of their community and its resources; new friends; and, increased self-confidence and interest in social action.

To further assess the personal growth of the homemakers (and ultimately improvements in their community participation) the author asked them to indicate where they would go for help or advice if they were experiencing a variety of problems related to home management, budgeting, use of credit, consumer problems, housing, nutrition, clothing and textiles, child care, unemployment, and marital problems (App.V, pp.263-265, #7). These questions were designed merely to indicate each homemaker's level of self-confidence and her awareness of, and willingness to use, family and community resources. Ten of the homemakers indicated high levels of self-confidence as expressed by a willingness to move beyond using only husband, family, or friends to help solve the problems.

Community awareness and participation--The homemakers' awareness of community resources was indicated by the number of professionals, agencies, or organizations which they would consult. Four had very high levels of community awareness, each naming more than six outside resources which she would use. Seven had moderate levels of awareness, naming three to six resources, and four of the homemakers had what the author considered a minimal awareness, being able to name or identify



two or less. Among the community resources named were the following: home economists (frequently mentioned), doctors, teachers, lawyers, clergy, social workers and counsellors (but often mentioned with distrust), the Glengarry Community Service Centre, Debtors' Assistance Board, Tenants' Association, telephone directory, Credit Bureau, Volunteer Action Bureau, Alcoholics Anonymous, Edmonton Housing Authority, City Social Services, and the Edmonton Journal's SOS (consumer) column. As a further indicator of increased community awareness and participation, six of the homemakers had recently become involved in volunteer work with community leagues, churches, the Glengarry Community Service Centre, and the Glenrose Hospital.

The homemakers on the whole showed fairly high levels of self-confidence and community awareness which, of course, cannot be attributed entirely to their group participation since no before and after study was made. But the benefits of belonging to the group, which the homemakers had described (p.183) did include increased awareness of their community and, for this reason, the author feels justified in attributing some of the homemakers' personal growth to the group.

Of special significance is the fact that eleven homemakers specifically mentioned that they would consult a home economist for many of the family problems, indicating that the home economist had indeed had an effect upon them. Also worthy of note, most of the homemakers expressed a distrust of, and reluctance to use, the services of social workers and counsellors, indicating a negative community perception of these workers which is in contrast to the positive image held of the home economist.



### Summary

The disadvantaged families selected for this study were experiencing a wide range of family problems - primarily family resource management (income, budgeting, credit), buymanship, and nutrition - most of which could be alleviated or prevented through improved home economics knowledge and skills. The homemakers sought such assistance through their active participation in a women's group in which a home economist made frequent contributions to the program. Although group participation was high, leadership development was minimal and a potential source of frustration to the women.

The home economist's contact with the group was received very favorably and this contact, in combination with the homemakers' group involvement, resulted in positive changes in many homemaking and family skills, considerable personal development, and increased community awareness and participation which are the forerunners of effective community development.

Of special significance was the homemakers' very positive perception of the home economist in contrast with a negative view of social workers and counsellors. This would seem to indicate that the agencies who currently employ home economists in this role (or who would prefer to hire another social worker over a home economist) are perhaps not reaching a segment of the population who are in need of such services.

### The Hypotheses : A Discussion

In the research design the author formulated four hypotheses based on the study objectives. We must now discuss what degree of support for these hypotheses is revealed by the data. Because the study was designed to be of an exploratory nature and the data collected could



not be subjected to statistical analysis, any discussion of the hypotheses must be based on findings which appear to support or negate the hypotheses rather than prove them.

#### Hypothesis I

The potential role of the home economist in development is recognized and understood by most of the home economists studied.

Many of our findings lend support to this hypothesis. The home economists studied all recognized the need for training (and in-service training) in group behavior and interaction, community leadership, community development and social change, human relations, family living, social work, and communications, as well as such home economics skills as management, consumer buymanship, family living, nutrition, and textiles (pp.164 - 165). They were also aware of the need for personal characteristics compatible to work with the disadvantaged (p.164). In addition, they showed an awareness of their potential in an interdisciplinary team setting (p.170) and awareness of their potential in training and using para-professionals and volunteers to expand their work with disadvantaged families (Table 5). The home economists also recognized their potential as community workers and resources to other community workers and disadvantaged families (Table 7). They also showed an awareness of their potential in stimulating family change and community involvement (p.170). All of these findings would seem to indicate support for the hypothesis that the home economists studied show a high degree of recognition and understanding of their potential role in development.



## Hypothesis II

The role of the home economist in community development can be interpreted as one which assists families in the building of resources for coping with and responding to change.

Once again, the data provides considerable support for this hypothesis. The importance of knowledge of the family as a medium of social change, and recognition of its filtering role and potential for inhibiting or facilitating change, are illustrated in Table 1. Data suggests that the homemaker's role as informal family leader makes her an obvious link through which the home economist may work with the family. (Table 2, p.153). There is support for the view of the family which sees it as having a potential role in community change through improved decision-making and management skills which improve the family's ability to cope with problems and changes (Table 3). The data also suggests that many of these improved family skills could be acquired through contact with home economists who have such "family" training (pp.154 -155). The "filter-disorganization-crisis" model appears to have acceptance as a useful framework to assist in the understanding of this family (community) development, and, to a lesser extent, useful in the analysis of the development process (Table 4). This data lends credibility to the author's view of the family in the change process and the home economist's potential input (Table 7).

Thus the data supports the hypothesis that the home economist has a valuable role in assisting families in the building of their management and decision-making skills (building family resources) which improve the family's ability to cope with and respond to social forces and social changes.



This role of the home economist would appear to be both a direct and an indirect one. She is seen to have a direct role in assisting families through her role as a community worker or as a direct resource to families and groups, and an indirect role as a resource to other community workers. But the role most commonly suggested by the informants is that of providing indirect assistance through the training and supervision of para-professionals and volunteers, with professional follow-up (Table 7).

The homemakers provide the final piece of support for our hypothesis regarding the home economists role in community development. Their home and family problems (money and home management, nutrition, buymanship, textiles, etc.) would appear to indicate a tremendous need for home economics information and skills to help them learn to cope with and prevent their crises (Table 9).

### Hypothesis III

The potential role of the home economists in development is recognized but poorly understood by others working in development programs in Edmonton.

The data also provides considerable support for this hypothesis. While the agency directors and community development workers recognize the importance of the home economist as a member of an interdisciplinary development team (p.159) and the importance of (and the home economist's potential for training) para-professionals and trained volunteers (pp.160 - 163, Table 7), they reveal a poor understanding of the scope of the home economist's family-related training and skills (Table 6, pp.166 - 167). While nine out of ten agency directors could perceive a role for a home economist within their agencies (p.170), which would indicate recognition of her potential, very few fully understand her potential



contribution to the point of actually hiring a home economist (p.171) or using her services (p.170).

#### Hypothesis IV

The potential role of the home economist in development is recognized and understood by the persons being affected by community development programs.

The data provides support for this final hypothesis as well.

The homemakers believe in the importance of the home and family and show a degree of awareness as to their important role in effecting family change through their influence on other members in concerns related to home and family life (p.153). They have a very positive perception of the home economist and her ability to assist them in meeting family needs (pp.167 - 168) and implementing changes in family behavior (eg. buymanship and money management) as shown in Table 10. The homemakers also show a higher degree of awareness of the home economist's family-related training and skills than the other professionals (Table 6). They seem to have tremendous confidence in the home economist's ability to assist them in their family development - in marked contrast to their frequently expressed distrust of social workers (p.184).

Thus, within the limitations of the study, it appears that the hypotheses as stated at the outset were valid.



## CHAPTER IX

### CONCLUSIONS AND IMPLICATIONS

The results of the study lead the author to certain conclusions and suggest some implications both for the training and use of home economists in community development.

#### Conclusions

##### Home Economists' Perceptions of Their Potential and Role

1. The informant's responses provide support for viewing the family as an important social institution which filters social change and is thus capable of either facilitating or inhibiting desirable social change. The latter would seem to occur when lack of awareness and understanding, poor decision-making and family resource management, and multiple problems create family crises. The family's crucial role in the change process suggests that awareness of family structure and interrelationships are essential in community development work with the disadvantaged, thereby indicating a potential role for the home economist.
2. The home economists seemed well aware of their potential and role in working with the family in community development. All stressed the importance of training supplementary to their home economics training to improve their relating and communicating skills in work with the disadvantaged. Training perceived as being particularly important includes communications, group dynamics, community development, social work, social change, human relations, community leadership, and psychology, as well as home economics training in foods and nutrition, home management, budgeting,



family living and consumer studies. The fact that much of this training is now an integral part of family studies programs for home economists would seem to indicate that "today's" family-oriented home economist is perhaps better prepared for work with the disadvantaged. Thus, the home economists support our hypothesis that they have a recognition and understanding of their potential role in development.

#### The Home Economist in Community Development

3. The respondents suggested that the family's role in the facilitation of social change is threefold: that of providing an emotionally supportive learning environment; that of an opinion leader (generally, the homemaker) for the legitimization of social changes; and, that of becoming a positive receptor of mass media information to stimulate awareness and understanding of the desirability of certain changes. The author's "filter-disorganization-crisis" model is generally perceived as being useful in the understanding of the community development process and, to a lesser extent, useful in analysis of the change process. Improvements in the family's decision-making and management skills are seen to strengthen the family, to enable it to better cope with and prevent crises, and to make it better able to contribute to the community.

The study of the home economist's actual work with and influence upon disadvantaged families provides support for the author's model, in that the homemakers expressed a strong belief in the strength of the family unit, and a degree of understanding regarding their role as family opinion leaders (perceiving themselves to have a



higher degree of influence than their husbands over decisions relating to home and family life and the children). The home economist's influence was evidenced by positive changes in specific family practices (food buying and preparation, buying for other family needs, nutrition, and household money management) and, to a lesser extent, in attitudes and values associated with home management, child care, and interpersonal relations. Most of the homemakers perceived these changes in family living patterns as having positive effects on family life, including family communication and interpersonal relations, and the building of a store of resources which would be useful in helping the family cope with or prevent future problems. This finding provides support for our hypothesis that the role of the home economist in community development can be interpreted as one which strengthens families through the building of resources for coping with and responding to social change.

4. Despite the problems associated with the use of an interdisciplinary approach to community development, the informants perceive it as being both an important and useful approach for work with the disadvantaged. All perceive the family-oriented home economist as having an important contribution to such an interdisciplinary team.
5. The findings suggest that the home economist's methods in changing family behavior could include the following: education regarding the use of family and community resources; family life education; family counselling; leadership training; improving interpersonal relationships and family communication; and, encouraging personal



growth, self confidence and trust, which are necessary for later group and community involvement. The home economists perceive that personal contact with individuals and families and work with small groups are the most effective methods of communication with the disadvantaged, while the use of mass media can help to stimulate awareness of change and expand their contact in the community.

6. Because the professional (home economist or other community worker) faces certain limitations of time, space, and other commitments which influence who and how many individuals, families or groups can be reached effectively, all of the informants perceive a role for the para-professional in community (family) development and utilize their services in varying degrees. But there appears to be no general agreement as to just what their role should be, and some of the home economists appear to be somewhat protective of their professional work, stressing the need for very close supervision and professional follow-up. Most of the informants also perceive the trained volunteer as having a useful role in community (family) development but, once again, the specifics of this role appear somewhat uncertain. Some of the informants perceive the trained volunteer as being less useful than a paid worker due to lower levels of motivation and lesser control over standards of work.

#### Development Workers' Perceptions of the Home Economist's Development Role

7. The agency directors and community development workers appear to recognize the home economist's potential for making a unique contribution to community and family development, primarily as an



educator and supervisor of para-professionals and volunteers, but also as a direct community worker, as a resource to other professionals and community workers, and as a resource to disadvantaged families. Most feel that the home economist could play a role in the agencies' work, especially if her training were to include more communications and interpersonal, group and family relationship skills. Most do not view the name "home economist" as limiting either her likelihood of being hired or her effectiveness.

But, paradoxically, despite all of this recognition of the home economist's potential in development work, very few are hired for such work - either because their skills are considered to be too limited, or because they are lacking in other skills which are considered essential and which other professionals are considered to have (namely, social work, counselling, and community development). Almost one-half of the agency directors perceive the home economist as having only the traditional home economics skills related to foods, clothing and home care. The remainder view her as having some family-related skills such as home management, budgeting, buying skills, and an understanding of family and interpersonal relations. But, even then, most perceive her as working entirely with the homemaker and not with the total family. The primary reasons for the home economist's low priority in most agency budgets appears to be because she is seen to have more limited value to the agencies than other professionals, unless equipped with a strong family or community development background.



Thus, while others working in development programs in Edmonton appear to recognize the home economist's potential contribution to development work, few have a clear understanding of the extent of her training and skills and, consequently, a poor understanding of her potential role in community development.

Homemakers' Perception of the Home Economist's Potential Role in Community (Family) Development

8. The homemakers have a very positive perception of the home economist, believing that she is very knowledgeable and helpful in all aspects of home and family life. Most believe that she has training in interpersonal and family relationships as well as her traditional home economics skills, and that she is able to communicate well with them. They believe in her ability and willingness to help them with their home and family problems. Programs and information which the homemakers consider most important and helpful to them include: food and commodity buymanship; nutrition and dieting; menu planning; budgeting; home management; new textile information; child care, home decorating on a low income; remodelling old clothes; and the use of leisure time. Most stated that they would find home visits helpful in improving their home and family life, but recognized that this would require many more family development-oriented home economists than are currently employed for such work. The homemakers perceive many personal benefits as a result of their participation in the group and their exposure to the home economist - including education, relaxation, increased awareness of their community and its resources and increased self-confidence, and



interest in social action. These findings would seem to indicate that the homemakers recognize and understand the potential role of the home economist in development.

#### Implications for Home Economists

1. The home economist planning to work with the disadvantaged in development programs should be advised to select training which strengthens her relating and communicating skills (provided in such courses as group dynamics, social change, communications, community leadership, community development, human relations, psychology, and social work theory) as well as courses in basic home economics (such as food and nutrition, home management, budgeting, consumer studies, and family living). Most of these courses are now offered as part of, or options to, family studies programs in home economics.
2. The home economist planning to work in development should examine her personal characteristics and motivations to determine if she has the flexibility, patience, understanding, empathy, self-confidence and energy which the home economists believe are essential to effective work with the disadvantaged.
3. Home economists and the Schools of Home Economics across Canada should attempt to improve their efforts to stimulate awareness and understanding of the new family-focused training available to home economists - to encourage more agencies working with the disadvantaged to hire them for development work, and to encourage other helping professions to make better use of the home economist's skills in an interdisciplinary approach to problems.
4. It would appear that the home economist could utilize her "positive" image in the community to stimulate and initiate new



openings for herself in development work. This study indicates that she should not waste valuable time and energy attempting to change her name but rather should concentrate more on increasing awareness of her potential in development.

5. Home economists and other development workers would be well advised to explore further the home economist's role in community development, to better assess how her unique contributions can be most effective.
6. This study would indicate that home economists should begin to look upon homemakers merely as the key to the family, concentrating most of their efforts on total family development.
7. Home economists should develop sufficient self-confidence in their role as professionals to be prepared to share their expertise and work load with para-professionals or trained volunteers to expand their contact and to encourage a re-allocation of their scarce resources from information aggressive families to those who are most disadvantaged and in need of their help, thus enabling more families to experience a one-to-one relationship in the early stages of their development.
8. Home economists should explore the potential of the media as a tool for stimulating awareness and acceptance of desirable changes in family life and increase awareness of the needs for family resource management.

#### Implications for Community Development

1. Community development workers should become cognizant of the importance of the family unit in the filtering (understanding and ultimate acceptance or rejection) of community or social



- change.
2. The "filter-disorganization-crisis" model proposed by the author appeared to evoke some interest during the study and the author feels that it is a good starting point from which community development workers might consider new approaches to social change.
  3. Community development should devote more consideration and effort towards implementing changes in family living patterns and behavior, which can strengthen the family's decision-making, crisis-meeting and crisis-preventing skills, which are a first and important step in developing a readiness for community participation and involvement.
  4. Community development should encourage interdisciplinary involvement in the change process whenever possible, and, at the same time, recognize and utilize the home economist's potential in such a development role by opening new positions for home economists in development programs.

Suggestions for Further Study

While the exploratory study undertaken by the author was small and used unsophisticated techniques for collecting data, the results suggest that more research into the home economist's role and effectiveness in bringing about change could well be fruitful. Some suggestions for further study include: more before and after case studies of home economists working with the disadvantaged to assess the nature of the change process; research into more effective methods for evaluating and measuring the social benefits of community development programs and,



particularly, the construction of more specific instruments for measuring the home economist's impact on family needs, personal development, and community participation; evaluation of the relative effectiveness of specific roles for, and methods used by, home economists in development work (including in-depth studies on the selection, training and use of trained para-professionals and volunteers, studies to determine effective methods of contacting families and involving the whole family in the change process, and, studies on the use of the media and its effectiveness in stimulating awareness and understanding of change); and, finally, the development of more effective methods for stimulating improved awareness (in the professions and agencies) of the home economists' education, skills and potential contribution to community development.



## FOOTNOTES

## CHAPTER I

<sup>1</sup> Alvin Toffler, Future Shock (New York: Random House, Inc., 1970), p. 122.

<sup>2</sup> Special Planning Secretariat, Community Development in Alberta (Ottawa: Privy Council Office, 1965), p. 2.

<sup>3</sup> Arthur Dunham, Professor Emeritus of Community Organization, School of Social Work, The University of Michigan, outline to accompany lecture given at the University of Alberta, March 29, 1972, pp. 1-2.

<sup>4</sup> Francis J. Bregha, "Community Development in Canada: Problems and Strategies", in Community Development Journal, Volume 5, No. 1 (January 1970), p. 5.

<sup>5</sup> W. W. Biddle and I. J. Biddle, The Community Development Process (New York: Holt, Rinehart and Winston, Inc., 1966), p. 79.

<sup>6</sup> Charles A. S. Hynam, Chairman, Interdisciplinary MA. Program in Community Development, University of Alberta, Personal Letter concerning the initiation of the Alberta interdisciplinary program, University of London, August 11, 1969.

<sup>7</sup> Biddle, op. cit., p. 78.

<sup>8</sup> Dunham, op. cit., p. 4.

<sup>9</sup> Murray G. Ross, Community Organization (New York: Harper and Row, Publishers, 1967), pp. 41-43.

<sup>10</sup> A. R. Radcliffe-Brown, A Natural Science of Society, cited by Robert A. Nisbet, The Social Bond (New York: Alfred A. Knopf, 1970), p. 316.

<sup>11</sup> Ibid., pp. 309-310.

<sup>12</sup> Amitai Etzioni and Eva Etzioni (eds.), "Introduction", Social Change: Sources, Patterns, and Consequences (New York: Basic Books, Inc., 1964), p. 7.

<sup>13</sup> Wilbert E. Moore, "Social Change", in International Encyclopedia of the Social Sciences, ed. by David L. Sills (New York: The Macmillan Company and Free Press, 1968), Vol. 14, p. 366.

<sup>14</sup> Kurt Lewin, "Group Dynamics and Social Change", Etzioni and Etzioni, op. cit., p. 358.

<sup>15</sup> Economic Council of Canada, Fifth Annual Review: The Challenge of Growth and Change (Ottawa: Queen's Printer, September, 1968), p. 103.



16 John Harp and John R. Hofley, eds., Poverty in Canada (Scarborough, Ontario: Prentice-Hall of Canada, Ltd., 1971), p. 2.

17 Ibid., p. 3.

18 New York State Charities Aid Association, Multi-Problem Families: A New Name or a New Problem? (New York: Social Research Service, State Charities Aid Association, 1960), p. 4.

19 Peter H. Rossi and Zahava D. Blum, Social Stratification and Poverty, cited by Harp and Hofley, op. cit., p. 3.

20 Lila E. Engberg, "Differentiation, Integration and Family Welfare in a Ghanaian Community" (unpublished Ph.D. dissertation, Cornell University, 1972), pp. 1-5.

21 Melvin I. DeFleur, Theories of Mass Communications, Second Edition (New York: David McKay Company, Inc., 1970), p. 127.

22 Reuben Hill, "Social Stresses on the Family", in Sourcebook in Marriage and the Family, ed. by Marvin B. Sussman (Boston: Houghton Mifflin Company, 1968), pp. 440-451.

23 Lewis E. Lloyd, "The Direction of Home Economics in Canada", in Canadian Home Economics Journal, Vol. 19, No. 3 (July, 1969), p. 15.

24 Ibid., p. 15.

25 Hazel K. Stiebeling, Home Economics in the Context of Economic and Social Development (Rome: Food and Agriculture Organization of the United Nations, 1969), p. 5.

26 Ibid., p. 5.

27 Hill, op. cit., pp. 444-445.



CHAPTER II

- <sup>1</sup> Economic Council of Canada, "The Effects of Poverty on the Poor", in Sixth Annual Review (Ottawa: Queen's Printer, 1969), p. 115.
- <sup>2</sup> Ibid., p. 117.
- <sup>3</sup> Catherine Fanning Cavanagh, "Formulation of Hypotheses Relevant to Communicating With Disadvantaged Families" (unpublished MA. thesis, Washington State University, 1966).
- <sup>4</sup> Ibid., p. 13.
- <sup>5</sup> John Harp and John R. Hofley, eds., Poverty in Canada, (Scarborough, Ontario: Prentice-Hall of Canada, Ltd., 1971), p. 127.
- <sup>6</sup> Special Senate Committee on Poverty, Poverty in Canada, (Ottawa: Queen's Printer, 1971), p. 18.
- <sup>7</sup> Ibid., p. 133.
- <sup>8</sup> Ibid., pp. 129-130.
- <sup>9</sup> Ibid., pp. 124-125.
- <sup>10</sup> Marvin B. Sussman and Lee Burchinal, "Kin Family Network: Unheralded Structure", in The Family and Change, ed. by John N. Edwards (New York: Alfred A. Knopf, 1969), p. 143.
- <sup>11</sup> John Harp and John R. Hofley, eds., Poverty in Canada, (Scarborough, Ontario: Prentice-Hall of Canada, Ltd., 1971), p. 225.
- <sup>12</sup> Special Senate Committee on Poverty, op. cit., p. 23.
- <sup>13</sup> Lee Taylor, Occupational Sociology (New York: Oxford University Press, 1968), p. 471.
- <sup>14</sup> Justin Jones Rozier, "A Study of Factors Relating to Household Production at Different Income Levels" (unpublished Master's thesis, Purdue University, 1967), p. 75.
- <sup>15</sup> Harp and Hofley, op. cit., p. 132.
- <sup>16</sup> Special Senate Committee on Poverty, op. cit., p. 120.
- <sup>17</sup> Abraham H. Maslow, Motivation and Personality (New York: Harper & Row, 1970).
- <sup>18</sup> Susan Carol Nesbitt, "Relationships Between Standards in Economic Systems and Social Status" (unpublished MA. thesis, Washington State University, 1966), cited in Cavanagh, op. cit., p. 14.
- <sup>19</sup> Harp and Hofley, op. cit., p. 225.



- . 20 Ibid., p. 225.
- 21 Sylvia Ross McMillan, "A Study of the Aspirations of a Selected Group of Low-Income Mothers in Anne Arundel County, Maryland" (unpublished MA. thesis, University of Maryland, 1966).
- 22 Harp and Hofley, op. cit., p. 225.
- 23 P. Garique, La vie familiale des Canadiens-français (Montreal: Presses de l'Université de Montréal, 1962), cited in The Family in Canada, Frederick Elkin (Ottawa: The Vanier Institute of the Family, 1964), pp. 101-102.
- 24 Marc-Adelard Tremblay and Gerald Fortin, Etudes des Conditions de vie, des besoins, et des aspirations de familles salariées canadiennes-françaises, 3 vols. (Québec: Centre de Recherches Sociales de l'Université Laval, 1963), cited in Elkin, op. cit., p. 102.
- 25 Harp and Hofley, op. cit., p. 225.
- 26 Betty Jean Jackson, "Money Management in 22 Low-Income Households" (unpublished MSc. thesis, Cornell University, 1968), p. 15.
- 27 Roberta Ann Watters, "Adult Education in Management of Family Resources" (unpublished MA. thesis, Texas Women's University, 1967), p. 1.
- 28 Jack Bivins, The Spender Syndrome, cited by Watters, op. cit., p. 3.
- 29 Watters, op. cit., p. 9.
- 30 Special Senate Committee on Poverty, op. cit., p. 106.
- 31 Cavanagh, op. cit., p. 3.
- 32 Ibid., p. 23.
- 33 Milton Moss, "Consumption: A Report on Contemporary Issues", in Indicators of Social Change, ed. by Eleanor B. Sheldon and Wilbur E. Moore (New York: Russell Sage Foundation, Connecticut Printers, Inc., 1968), p. 479.
- 34 Jackson, op. cit., pp. 7-8.
- 35 Nina L. Collins, "A Comparison of Attitudes Towards Participation in Family Income Decisions Between Rural and Urban Homemakers" (unpublished MSc. thesis, Southern Illinois University, 1968), pp. 1-2.



36 Jackson, op. cit., pp. 8-9.

37 Ibid., p. 9.

38 Watters, op. cit., pp. 76-77.

39 The Canadian Welfare Council, Consumer Credit and the Lower Income Family (Ottawa: The Canadian Welfare Council, March, 1970), p. 1.

40 Harp and Hofley, op. cit., pp. 254-255.

41 The Canadian Welfare Council, op. cit., p. 1.

42 Ibid., pp. 2-3.

43 Ruby Turner Morris and Claire Bronson, "Potential Loss of Money Income to the American People by Haphazard Purchasing", in Journal of Consumer Affairs, Vol. 4, No. 2 (University of Wisconsin Press, Winter, 1970), pp. 463-465.

44 The Canadian Welfare Council, op. cit., p. 4.

45 Jackson, op. cit., pp. 12-14.

46 Ibid., p. 1.

47 Jimmy Lou Wainscott, "Consumer Buying Practices in Low Income Areas, Denton, Texas, 1966" (unpublished Master's thesis, Texas Women's University, 1966).

48 Jackson, op. cit., p. 52.

49 Ibid., pp. 10-11.

50 Special Senate Committee on Poverty, op. cit., p. 18.

51 Marvin B. Sussman and Lee Burchinal, "Kin Family Network: Unheralded Structure in Current Concentualizations of Family Functioning", in The Family and Change, John N. Edwards, ed. (New York: Alfred A. Knopf, Inc., 1969).

52 Ibid., p. 147.

53 Alfred M. Mirande, "The Isolated Nuclear Family Hypothesis: A Reanalysis", in Edwards, op. cit., p. 161.

54 Peter C. Pineo. "Social Consequences of Urbanization", in Urban Studies: A Canadian Perspective, N. H. Lithwick and Gilles Paquet, eds. (Toronto: Methuen Publications, 1968), p. 181.



55 Sontha Nair, "Contributions of Mothers to Family Economic Development Through Household Production" (unpublished Master's thesis, Iowa State University, 1967), p. 25.

56 Regina Mae Parker, "Homemaking Concerns of the Rural Non-Farm Young Homemakers of Calloway County, Kentucky with Implications for the Cooperative Extension Service Program Development" (unpublished MSc. thesis, Murray State University, 1968).

57 The Vanier Institute of the Family, Day Care - Establishing Community Services (Ottawa: The Vanier Institute of the Family, April, 1971), pp. 1-2.

58 Ibid., p. 2.

59 Report of the Royal Commission on the Status of Women in Canada, Recommendations 117 and 118, cited in The National Council of Women in Canada, What's In It? (Ottawa: The National Council of Women in Canada, 1971), p. 26.



CHAPTER III

<sup>1</sup> Reuben Hill, "The American Family of the Future", in The Family and Change, ed. by John N. Edwards (New York: Alfred A. Knopf, Inc., 1969), pp. 368-369.

<sup>2</sup> Benjamin Schlesinger, The Multi-Problem Family: A Review and Annotated Bibliography (Toronto: University of Toronto Press, 1963), pp. 33-34.

<sup>3</sup> Mrs. M. Hartley, Counsellor with John Howard Society, Toronto, Interview, CBC radio Edmonton, Alberta, May 24, 1972.

<sup>4</sup> L. Geismar and B. Ayres, "The St. Paul Project", cited in Schlesinger, op. cit., pp. 33-34.

<sup>5</sup> William F. Ogburn, Social Change (New York: Viking Press, 1950), pp. 66-79, pp. 200-213.

<sup>6</sup> W. J. Goode, "Changes in Family Patterns", in Edwards, op. cit., pp. 22-23.

<sup>7</sup> Ibid., p. 24.

<sup>8</sup> Janet M. Wardlaw, "Home Economics - What Will It Mean in 1980?", Talk presented to Alberta Home Economics Association Convention, Calgary, Alberta, April 3, 1970 (Mimeo graphed.), p. 4.

<sup>9</sup> Sidney M. Greenfield, "Industrialization and the Family in Sociological Theory", in Edwards, op. cit., p. 36.

<sup>10</sup> William Ogburn and Meyer Nimkoff, Sociology (Boston: Houghton Mifflin Co., 1950), p. 473.

<sup>11</sup> Greenfield, op. cit., p. 37.

<sup>12</sup> John N. Edwards, "Industrialization, Urbanization, and The Family", in Edwards, op. cit., p. 14.

<sup>13</sup> Gerald R. Leslie, The Family in Social Context (New York: Oxford University Press, 1967), p. 230.

<sup>14</sup> Clark E. Vincent, "Familia Spongia: The Adaptive Function", in Edwards, op. cit., p. 372.

<sup>15</sup> Ibid., p. 380.

<sup>16</sup> Ibid., p. 378.

<sup>17</sup> Ibid., p. 383.



18 W. J. Goode, The Family, (Englewood Cliffs: Prentice-Hall, Inc., 1964), p. 2.

19 Ibid., pp. 2-3.

20 Norman W. Bell and Ezra F. Vogel (eds.), A Modern Introduction to the Family (New York: Free Press, 1960), pp. 1-33.

21 William Goode, World Revolution and Family Patterns (New York: Free Press, 1963).

22 Frank F. Furstenberg, "Industrialization and the American Family: A Look Backward", American Sociological Review, 31 (June, 1966), pp. 326-337.

23 Edwards, op. cit., p. 474.

24 Frank Riessman, "The Strengths of the Poor", in New Perspectives on Poverty, ed. by Arthur Shostak and William Bomberg (Englewood Cliffs: Prentice-Hall, Inc., 1965), p. 44.

25 Goode, "Changes in Family Patterns", op. cit., p. 28.

26 Goode, The Family, op. cit., pp. 109-110.

27 Goode, World Revolutions and Family Patterns, op. cit., Chapter 1.

28 Frederick Elkin, The Family in Canada (Ottawa: The Vanier Institute of the Family, 1964).

29 Regina Parker, "Homemaking Concerns of the Rural Non-Farm Young Homemaker of Calloway County, Kentucky with Implications for the Cooperative Extension Service Program Development", (unpublished MSc. thesis, Murray State University, 1968), p. 21.

30 Vincent, op. cit., p. 372.

31 Eleanor Sheldon and Wilbur Moore, "Monitoring Social Change in American Society", in Indicators of Social Change, eds. Sheldon and Moore (New York: Russel Sage Foundation, 1968), p. 16.

32 Ibid., pp. 13-14.

33 Talcott Parsons, "The Point of View of the Author", in The Social Theories of Talcott Parsons, ed. by Max Black (Englewood Cliffs, New Jersey: Prentice-Hall, 1961), p. 129.

34 Leslie, op. cit., p. 246.



35 The Home and Family in Rural Saskatchewan, Report No. 10 of Saskatchewan Royal Commission on Agriculture and Rural Life (Regina: Government of Saskatchewan, 1956), p. 1.

36 Leslie, op. cit., pp. 5-12.

37 William Goode, "The Theory and Measurement of Family Change", in Sheldon and Moore, op. cit., p. 341.

38 Marvin B. Sussman, "Family Continuity: A Study of Factors Which Affect Relationships Between Families at Generational Levels" (unpublished Ph.D. dissertation, Yale University, 1951).

39 Leslie, op. cit., p. 326.

40 Edwards in Edwards, op. cit., p. 18.

41 Eugene Litwak, "Occupational Mobility and Extended Family Cohesion", American Sociological Review, 25 (Feb. 1960), pp. 9-21. Litwak, "Geographic Mobility and Extended Family Cohesion", American Sociological Review, 25 (June, 1960), pp. 385-394.

42 Leslie, op. cit., p. 337.

43 N. H. Lithwick and Gilles Paquet, eds., Urban Studies: A Canadian Perspective (Toronto: Methuen Publications, 1968), p. 198.

44 B. R. Blishen, et al., eds. Canadian Society, Second edition (Toronto: Macmillan, 1964), pp. 7-10.

#### CHAPTER IV

1 Charles Egger, "Emerging Women", in UNICEF News: About Women and Progress, Issue 51 (New York: United Nations, Spring, 1969), p. 11.

2 Robert J. Havighurst, Human Development and Education, cited by Regina Mae Parker, "Homemaking Concerns of the Rural Non-Farm Young Homemaker of Calloway County, Kentucky, With Implications for the Cooperative Extension Service Program Development", (unpublished MSc. thesis, Murray State University, 1968), p. 16.

3 Saskatchewan Royal Commission on Agriculture and Rural Life, The Home and Family in Rural Saskatchewan, Report No. 10, (Regina: Government of Saskatchewan, 1956), p. 99.

4 Dorothy Dickins, "Effects of Good Household Management on Family Living", cited in Ibid., p. 91.

5 Hazel K. Stiebeling, Home Economics in the Context of Economic and Social Development (Rome: Food and Agriculture Organization of the United Nations, 1969), p. 2.



6

The Home and Family in Rural Saskatchewan, op. cit., p. 89.

7 Lois Hoffman and Frederick Wyatt, "Social Change and Motivations for Larger Families", in The Family and Change, John Edwards, ed. (New York: Alfred A. Knopf, Inc., 1969), p. 172.

8

John F. Kennedy, Manpower Report of the President (Washington, D.C.: U.S. Government Printing Office, 1963), p. 11.

9 Lee Taylor, Occupational Sociology (New York: Oxford University Press, 1968), p. 465.

10 William Goode, "The Theory and Measurement of Family Change", in Indicators of Social Change, Eleanor Sheldon and Wilbur Moore, eds. (New York: Russel Sage Foundation, 1968), pp. 340-343.

11 Joan Acton Smith, Report to the Government of Thailand on Community Development Programs for Women and Youth (Rome: Food and Agriculture Organization of the United Nations, 1967), p. 4.

12 Parker, op. cit., p. 3.

13 Arthur Besner, "Economic Deprivation and Family Patterns", Welfare in Review, III, (Sept. 1965), p. 21.

## CHAPTER V

1 Dorothy May Irene Heieie, "Home Economists in Cross-Cultural Change Situations: An Ideographic Study of Desired Competencies" (unpublished MSc. thesis, Iowa State University, 1969), pp. 57-58.

2 Ibid., pp. 60-63.

3 Ibid., p. 33.

4 Ibid., pp. 23-33.

5 Martha Munz, "Home Economics as a Background for Personnel Working in the Field of Home, Community, and National Development", (Ottawa: Canadian University Students Overseas, July, 1970), p. 7, (mimeographed.)

6 Heieie, op. cit., p. 17.

7 Ibid., p. 10.

8 Lewis E. Lloyd, "The Direction of Home Economics in Canada", Canadian Home Economics Journal (Ottawa: Canadian Home Economics Association, July, 1969), p. 18.



9 Ibid., p. 15.

10 Ibid., p. 16.

11 "Family Studies" (Edmonton: School of Household Economics, University of Alberta, 1972).

12 "Family Studies Graduate Program" (Edmonton: School of Household Economics, University of Alberta, 1972).

13 Mary Morley, Chairman, Mt. St. Vincents' University, "Home Economics Courses Changed to Aid Graduates", in the Edmonton Journal, April 21, 1972, p. 20.

14 Munz, op. cit., p. 3.

15 Martha Munz, "The Role of Home Economics in Development", (Ottawa: CUSO, 1971), p. 6. (mimeographed.)

16 Lloyd, op. cit., p. 15.

17 Heieie, op. cit., p. 9.

18 Conrad M. Arensberg and Arthur H. Niehoff, Introducing Social Change, cited by Heieie, op. cit., p. 11.

19 American Association of Land-Grant Colleges and State Universities, Extension Home Economics Focus (Washington: Extension Committee on Organization and Policy, American Association of Land-Grant Colleges and State Universities, November, 1966), p. 4.

20 Ibid., p. 4.

21 Ibid., p. 4.

22 Hazel K. Stiebeling, Home Economics in the Context of Economic and Social Development (Rome: Food and Agriculture Organization of the United Nations, 1969), pp. 4-5, pp. 32-33.

23 Eleanor Southerland, "Income Increase in 1964 of Selected Iranian Families Who Cooperated in a United States Agency for International Development Assisted Home Economics Extension Program" (unpublished MA. thesis, University of Maryland, 1967).

24 Munz, "The Role of Home Economics in Development", op. cit., pp. 1-5.

25 Enid Crockett, Member, Board of Directors of Strathcona Place, Edmonton Home Economics Association Workshop, Edmonton, Alberta, May 13, 1972.



26 American Association of Land-Grant Colleges and State Universities, op. cit., p. 5.

27 Saskatchewan Royal Commission on Agriculture and Rural Life, The Home and Family in Rural Saskatchewan, Report No. 10, (Regina: Government of Saskatchewan, 1956), p. 141.

28 Munz, "Home Economics as a Background for Personnel Working in the Field of Home, Community and National Development", op. cit., p. 7.

29 Munz, "The Role of Home Economics in Development", op. cit., p. 4.

30 Roberta Ann Watters, "Adult Education in Management of Family Resources" (unpublished MA. thesis, Texas Woman's University, 1967), p. 70.

31 Catherine Fanning Cavanagh, "Formulation of Hypotheses Relevant to Communicating with Disadvantaged Families" (unpublished MA. thesis, Washington State University, 1966), p. 17.

32 Joan Acton Smith, Report to the Government of Thailand on Community Development Programs for Women and Youth (Rome: Food and Agriculture Organization of the United Nations, 1967), p. 6.

33 Munz, "Home Economics as a Background for Personnel Working in the Field of Home, Community and National Development", op. cit., pp. 7-8.

34 Munz, "The Role of Home Economics in Development", op. cit., p. 2.

35 The Vanier Institute of the Family, Day Care - Establishing Community Services (Ottawa: The Vanier Institute of the Family, April, 1971), p. 6.

36 The Canadian Council on Social Development, Visiting Homemaker Services in Canada: Report of a Survey with Recommendations (Ottawa: Advisory Committee on Visiting Homemaker Services, The Canadian Council on Social Development, March, 1971), pp. 2-5.

37 Ibid., p. 28.

38 Ibid., pp. 27-28.

39 Evelyn B. Spindler, "Home Economics Aides Reach Poor Families", (Washington: Federal Extension Service, United States Department of Agriculture, January, 1967), p. 1.

40 Ibid., p. 3.



41 Federal Extension Service, United States Department of Agriculture, Training Home Economics Program Assistants to Work with Low Income Families (Washington: Federal Extension Service, U.S.D.A.), p. 4.

42 Ibid., p. 7.

43 Ibid., pp. 7-8.

44 Spindler, op. cit., p. 3.

45 Federal Extension Service, U.S.D.A., op. cit., p. 14.

46 Benjamin Schlesinger, The Multi-Problem Family: A Review and Annotated Bibliography (Toronto: University of Toronto Press, 1963), pp. 47-48.

47 Stiebeling, op. cit., p. 36.

48 Spindler, op. cit., p. 3.

49 Lee Taylor, Occupational Sociology (New York: Oxford University Press, 1968), p. 127.

50 W. G. Bennis and Edgar H. Schein, "Principles and Strategies in the Use of Laboratory Training for Improving Social Systems", in The Planning of Change, ed. by W. G. Bennis, K. D. Benne, and R. Chin (New York: Holt Rinehart and Winston, Inc., 1961), p. 340.

51 Munz, "Home Economics as a Background for Personnel Working in the Field of Home, Community, and National Development", op. cit., p. 10.

52 Eileen B. Jackson, J. David Jackson and George H. Stone, Project FREND - Family Revitalization Experiment, North District (Hamilton: Family Service Agency of Hamilton, 1969), p. i.

53 American Association of Land-Grant Colleges and State Universities, op. cit., p. 10.

54 Stiebeling, op. cit., p. 5.

55 Ibid., p. 36.

56 European Productivity Agency, Organization for European Economic Cooperation, The Contribution of Home Economics Towards Rural Development Projects, Project No. 5/17 (Paris: European Productivity Agency - Organization for European Economic Cooperation, 1960), p. 16.

57 Ibid., p. 65.



## BIBLIOGRAPHY

- ABELL, Helen C., Lois Clipsham and Phyllis D. Ferris. Farm Families Today. Toronto: Home Economics Branch, Ontario Department of Agriculture and Food, 1964.
- AMERICAN ACADEMY OF ARTS AND SCIENCES. Daedalus, Vol. 92, No. 4. Boston, Massachusetts: American Academy of Arts and Sciences, Fall, 1963.
- AMERICAN ASSOCIATION OF LAND GRANT COLLEGES AND STATE UNIVERSITIES. Extension Home Economics Focus. Washington, D.C.: Extension Committee on Organization and Policy, American Association of Land-Grant Colleges and State Universities, November, 1966.
- AMERICAN HOME ECONOMICS ASSOCIATION. Research Abstracts in Home Economics: Family Economics--Home Management (1966, 1967, 1968). Washington, D.C.: American Home Economics Association, 1968.
- BELL, Norman W. and Ezra F. Vogel, eds. A Modern Introduction to the Family. New York: Free Press, 1960.
- BELLA, Leslie. "Glengarry Community Service Centre Community Worker's Annual Report", Edmonton, Alberta: Glengarry Community Service Centre, December, 1971. (Mimeo graphed.)
- \_\_\_\_\_, "Glengarry Community Service Centre District" Edmonton, Alberta: Glengarry Community Service Centre, September, 1970. (Mimeo graphed.)
- BENNIS, W. G., K. Benne and R. Chin, eds. The Planning of Change. New York: Holt Rinehart and Winston, Inc., 1961.
- BESNER, Arthur. "Economic Deprivation and Family Patterns" Welfare in Review, III (September, 1965), pp. 21-24.
- BIDDLE, W. W. and L. J. Biddle. The Community Development Process. New York: Holt, Rinehart and Winston, Inc., 1966.
- BLACK, Max, ed. The Social Theories of Talcott Parsons. Englewood Cliffs, New Jersey: Prentice-Hall, 1961.
- BLISHEN, B. R., et al., eds. Canadian Society, Second Edition. Toronto: Macmillan, 1964.



BOONE, E. J. and C. M. Ferguson, eds. Changing Dimensions in Agriculture and Home Economics Impact on Cooperative Extension Administration. Publication #13. Washington, D.C.: National Agricultural Extension Center for Advanced Study, 1962.

BREGHA, Francis J. "Community Development in Canada: Problems and Strategies". Community Development Journal, Volume 5, No. 1 (January, 1970), pp. 4-7.

CANADIAN COUNCIL ON SOCIAL DEVELOPMENT. Visiting Homemaker Services in Canada: Report of a Survey with Recommendations. Ottawa: Canadian Council on Social Development Advisory Committee on Visiting Homemaker Services, March, 1971.

CANADIAN WELFARE COUNCIL. Consumer Credit and the Lower Income Family. Ottawa: The Canadian Welfare Council, March, 1970.

CAVANAGH, Catherine Fanning. "Formulation of Hypotheses Relevant to Communicating with Disadvantaged Families". Unpublished MA. thesis, Washington State University, 1966.

COLLINS, Nina L. "A Comparison of Attitudes Towards Participation in Family Income Decisions Between Rural and Urban Homemakers". Unpublished MSc. thesis, Southern Illinois University, 1968.

COTTON, Webster. "The Need for Adult Education--Major Themes". Adult Education, XIII (Autumn, 1962), pp. 51-54.

COUNCIL ON CONSUMER INTERESTS. Journal of Consumer Affairs, Vol. 4, No. 2. University of Wisconsin Press, Winter, 1970.

CULLEN, Frances. "Interim Report on Urban Home Economist Services, August, 1969 - December, 1970." Edmonton, Alberta: Home Economics Branch, Alberta Department of Agriculture, January, 1971. (Mimeo graphed.)

DAVID, Gerson. Patterns of Social Functioning in Families with Marital and Parent-Child Problems. Toronto: University of Toronto Press, 1967.

DE FLEUR, Melvin L. Theories of Mass Communications. Second Edition. New York: David McKay Company, Inc., 1970.

DOMINION BUREAU OF STATISTICS. 1970-71 Canada Year Book. Ottawa: Queen's Printer, 1971.

DUNHAM, Arthur, Professor Emeritus of Community Organization, School of Social Work, The University of Michigan. Outline to accompany lecture given at The University of Alberta, March 29, 1972. (Mimeo graphed.)



ECONOMIC COUNCIL OF CANADA. Fifth Annual Review: The Challenge of Growth and Change. Ottawa: Queen's Printer, September, 1968.

EDMONTON JOURNAL. "Home Economics Courses Changed to Aid Graduates", April 21, 1972, p. 20.

EDWARDS, John N., ed. The Family and Change. New York: Alfred A. Knopf, Inc., 1969.

EGGER, Charles. "About Women and Progress", UNICEF News: Emerging Women. Issue 51 (Spring, 1969), pp. 11-12.

ELKIN, Frederick. The Family in Canada. Ottawa: The Vanier Institute of the Family, 1964.

ENGBERG, Lila Eleanor. "Differentiation, Integration and Family Welfare in a Ghanaian Community". Unpublished PhD. dissertation, Cornell University, 1972.

ETZIONI, Amitai and Eva Etzioni, eds. Social Change: Sources, Patterns, and Consequences. New York: Basic Books, Inc., 1964.

EUROPEAN PRODUCTIVITY AGENCY, ORGANIZATION FOR EUROPEAN ECONOMIC COOPERATION. Documentation 1960 Series, Food and Agriculture: The Contribution of Home Economics Towards Rural Development Projects. Paris: European Productivity Agency, Organization for European Economic Cooperation, 1960.

FARM AND RANCH MANAGEMENT CONSULTANTS LTD. Tradition and Transition (Extension Education for the Farm Unit in a Changing Society). Calgary, Alberta: Alberta Department of Agriculture, December, 1970.

FENLEY, John, ed. Establishing a Home Economics Extension Program: Comparative Extension Publication #16. Cornell: New York State College of Agriculture, June, 1961.

GOODE, William J. The Family. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1964.

\_\_\_\_\_. World Revolutions and Family Patterns, New York: Free Press, 1963.

HARP, John and John R. Hofley, eds. Poverty in Canada. Scarborough, Ontario: Prentice-Hall of Canada, Ltd., 1971.



HARTLEY, M., Counsellor with the John Howard Society, Toronto.  
Interview on CBC radio. Edmonton, Alberta, May 24, 1972.

HEIEIE, Dorothy May Irene. "Home Economists in Cross-Cultural  
Change Situations: An Ideographic Study of Desired  
Competencies". Unpublished MSc. thesis, Iowa State  
University, Department of Family Environment, 1969.

HOME ECONOMICS EXTENSION. Guelph: University of Guelph, 1969.  
(Mimeographed.)

HUMAN RESOURCES DEVELOPMENT AUTHORITY. Dimensions of the Home  
Visitor Program in Census Division 14 - An Inter-  
disciplinary Program Combining the Resources of  
Professionals and Para-professionals in Reaching Dis-  
advantaged Families Through the Homemaker. Edmonton,  
Alberta: Human Resources Development Authority, 1969.  
(Mimeographed.)

HYMAN, Herbert. Interviewing in Social Research. New York: The  
Free Press, 1963.

\_\_\_\_\_. Survey Design and Analysis. New York: The Free  
Press, 1955.

HYNAM, Charles A. S., Chairman, Interdisciplinary MA Program in  
Community Development, University of Alberta. Letter to  
Mr. David Catmur, London, England, August 11, 1969.

JACKSON, Betty Jean. "Money Management in 22 Low-Income  
Households." Unpublished MSc. thesis, Cornell University,  
New York State College of Home Economics, 1968.

JACKSON, Eileen B., J. David Jackson and George H. Stone. Project  
FREND - Family Revitalization Experiment, North District.  
Hamilton, Ontario: Family Service Agency of Hamilton,  
1969.

KENNEDY, John F. Manpower Report of the President. Washington, D.C.:  
U. S. Government Printing Office, 1963.

KOMAROVSKY, Mirra. Women in the Modern World. Boston: Little,  
Brown and Company, 1954.

LESLIE, Gerald R. The Family in Social Context. New York: Oxford  
University Press, 1967.

LITHWICK, N. H. and Gilles Paquet, eds. Urban Studies: A  
Canadian Perspective. Toronto: Methuen Publications, 1968.



- LITWAK, Eugene. "Geographic Mobility and Extended Family Cohesion". American Sociological Review, 25 (June, 1960), pp. 385-394.
- . "Occupational Mobility and Extended Family Cohesion". American Sociological Review, 25 (February, 1960), pp. 9-21.
- LLOYD, A. Community Development in Canada. Ottawa: The Canadian Research Center for Anthropology, St. Paul University, 1967.
- LLOYD, Lewis E. "The Direction of Home Economics in Canada". Canadian Home Economics Journal, Vol. 19, No. 3 (July, 1969), pp. 15-18.
- MASLOW, Abraham H. Motivation and Personality, Second Edition. New York: Harper & Row, 1970.
- MATTHEWS, U., L. Apedaile, and J. Bicknell. "Evaluation of the Home Visitor Program in C. D. 14 of Alberta, Confidential Preliminary Draft." Edmonton, Alberta: University of Alberta, January 9, 1970. (Mimeo graphed.)
- McMILLAN, Sylvia Ross. "A Study of the Aspirations of a Selected Group of Low-Income Mothers in Anne Arundel County, Maryland." Unpublished MA. thesis, University of Maryland, 1966.
- MINISTRY OF FOOD AND AGRICULTURE DIRECTORATE OF EXTENSION. Extension Education in Community Development. New Delhi: Ministry of Food and Agriculture, Government of India, 1961.
- MOLLET, Patricia R. "The Young Homemaker and the Cooperative Extension Service." Unpublished MSc. thesis, Southern Illinois University, 1968.
- MORRIS, Ruby Turner and Claire Bronson. "Potential Loss of Money Income to the American People by Haphazard Purchasing". Journal of Consumer Affairs, Vol. 4, No. 2 (Winter, 1970), pp. 31-33.
- MOSER, C. A. Survey Methods in Social Investigation. London: William Heinemann Ltd., 1958.
- MUNZ, Martha. "Home Economics as a Background for Personnel Working in the Field of Home, Community, and National Development." Ottawa: Canadian University Students Overseas, July, 1970. (Mimeo graphed.)



- \_\_\_\_\_. "The Role of Home Economics in Development." Ottawa: Canadian University Students Overseas, April, 1971. (Mimeographed.)
- NAIR, Sontha. "Contributions of Mothers to Family Economic Development Through Household Production." Unpublished MSc. thesis, Iowa State University, 1967.
- NATIONAL CONFERENCE ON FAMILY LIFE, INC. Housing: The Mutual Relationships of Housing and Family Life. Ottawa: National Conference on Family Life, 1948.
- NATIONAL COUNCIL OF WOMEN OF CANADA. What's In It? Ottawa: The National Council of Women of Canada, 1971.
- NEW YORK STATE CHARITIES AID ASSOCIATION. Multi-Problem Families: A New Name or a New Problem? New York: Social Research Service, State Charities Aid Association, 1960.
- NISBET, Robert A. The Social Bond. New York: Alfred A. Knopf, 1970.
- OGBURN, William F. Social Change. New York: Viking Press, 1950.
- OGBURN, William and Meyer Nimkoff. Sociology. Boston: Houghton Mifflin Co., 1950.
- PARKER, Regina Mae. "Homemaking Concerns of the Rural Non-Farm Young Homemaker of Calloway County, Kentucky, with Implications for the Cooperative Extension Service Program Development." Unpublished MSc. thesis, Murray State University, 1968.
- ROGERS, Everett M. Modernization Among Peasants: The Impact of Communication. New York: Holt, Rinehart and Winston, Inc., 1969.
- ROSS, Murray G. Community Organization. New York: Harper and Row, Publishers, 1967.
- ROZIER, Justin Jones. "A Study of Factors Relating to Household Production at Different Income Levels." Unpublished MA. thesis, Purdue University, 1967.
- SASKATCHEWAN ROYAL COMMISSION ON AGRICULTURE AND RURAL LIFE. Movement of Farm People, Report No. 7. Regina: Government of Saskatchewan, 1956.
- \_\_\_\_\_. The Home and Family in Rural Saskatchewan, Report No. 10. Regina: Government of Saskatchewan, 1956.



SCHLESINGER, Benjamin. The Multi-Problem Family: A Review and Annotated Bibliography. Toronto: University of Toronto Press, 1963.

SCHOOL OF HOUSEHOLD ECONOMICS. "Family Studies." Edmonton, Alberta: School of Household Economics, University of Alberta, 1972.

\_\_\_\_\_. "Family Studies Graduate Program." Edmonton, Alberta: School of Household Economics, University of Alberta, 1972.

SELLTIZ, Claire, Marie Jahoda, Morton Deutsch, and Stuart Cook. Research Methods in Social Relations. New York: Henry Holt & Company, Inc., 1960.

SHELDON, Eleanor B. and Wilbert E. Moore, eds. Indicators of Social Change. New York: Russell Sage Foundation, 1968.

SHOSTAK, Arthur and William Gomberg, eds. New Perspectives on Poverty. Englewood Cliffs, New Jersey: Prentice-Hall, Inc., 1965.

SILLS, David L., ed. International Encyclopedia of the Social Sciences: Volume 14. New York: The Macmillan Co. & Free Press, 1968.

SLOCUM, Walter L. Agricultural Sociology. New York: Harper & Bros., 1962.

\_\_\_\_\_. Occupational Careers. Chicago: Adine Publishing Co., 1966.

SMITH, Joan Acton. Report to the Government of Thailand on Community Development Programs for Women and Youth. Rome: Food and Agriculture Organization of the United Nations, 1967.

SOUTHERLAND, Eleanor. "Income Increase in 1964 of Selected Iranian Families Who Cooperated in a U.S. Agency for International Development Assisted Home Economics Extension Program." Unpublished MA. thesis, University of Maryland, 1967.

SPECIAL PLANNING SECRETARIAT. Community Development in Alberta. Ottawa: Privy Council Office, 1965.

SPECIAL SENATE COMMITTEE ON POVERTY. Poverty in Canada. Ottawa: Queen's Printer, 1971.

SPINDLER, Evelyn B. Home Economics Aides Reach Poor Families. Washington: Federal Extension Service, U.S.D.A., January, 1967.



- STEPHAN, Frederick J. and Philip J. McCarthy. Sampling Opinions. New York: John Wiley and Sons, Inc., 1958.
- STIEBELING, Hazel K. Home Economics in the Context of Economic and Social Development. Rome: Food and Agriculture Organization of the United Nations, 1969.
- STRAUS, Murray A. Family Measurement Techniques: Abstracts of Published Instruments, 1935-1965. Minneapolis, Minnesota: University of Minnesota Press, 1969.
- SUSSMAN, Marvin B. "Family Continuity: A Study of Factors Which Affect Relationships Between Families at Generational Levels." Unpublished PhD. dissertation, Yale University, 1951.
- , ed. Sourcebook in Marriage and the Family. Boston: Houghton Mifflin Company, 1968.
- TARASOFF, Koozma J. A Study of Selected Farm Families in Sub-marginal Areas of Saskatchewan 1964 (An ARDA Research Project). Regina, Saskatchewan: Research and Planning Branch, Saskatchewan Department of Social Welfare and Rehabilitation, 1964.
- TAYLOR, Lee. Occupational Sociology. New York: Oxford University Press, 1968.
- TOFFLER, Alvin. Future Shock. New York: Random House, Inc., 1970.
- UNICEF. "Growing Up in the Slums of the World", UNICEF News, Issue 68, (Summer, 1971), pp. 17-21.
- UNITED STATES DEPARTMENT OF AGRICULTURE FEDERAL EXTENSION SERVICE. Training Home Economics Program Assistants to Work with Low Income Families. Washington, D.C.: Federal Extension Service, U.S.D.A., 1965.
- VANIER INSTITUTE OF THE FAMILY. Day Care - Establishing Community Services, Ottawa: The Vanier Institute of the Family, April, 1971.
- . An Inventory of Family Research and Studies in Canada (1963-1967). Ottawa: The Vanier Institute of the Family, 1967.
- VANIER, Jean. The Evaluation of the Family and the Modern Crisis: Phrixes B. Papachristidis Lectures. Ottawa: The Vanier Institute of the Family, October, 1969.



WAINSCOTT, Jimmie Lou. "Consumer Buying Practices in Low Income Areas, Denton, Texas, 1966." Unpublished Master's thesis, Texas Women's University, 1966.

WARDLAW, Janet M. "Home Economics - What Will It Mean in 1980?" Talk presented to Alberta Home Economics Association Convention, Calgary, Alberta, April 3, 1970. (Mimeographed.)

WATTERS, Roberta Ann. "Adult Education in Management of Family Resources." Unpublished MA. thesis, Texas Women's University, 1967.

WISEMAN, Jacqueline and Marcia Aron. Field Projects for Sociology Students. Cambridge, Massachusetts: Schenkman Publishing Company, Inc., 1970.



## **APPENDICES**



APPENDIX I  
LETTERS PRECEDING INTERVIEWS

Letter to Agency Head

Thank you for your co-operation in agreeing to an interview for my study on "The Home Economist in Community Development". Your participation is much appreciated, and hopefully, I will not require too much time from your busy schedule.

To give you a better idea of the information I hope to obtain, and to help you put together your thoughts and printed material on the subject before our interview, I have compiled a list of the types of information I require.

1. The goals, objectives and policy statements of your agency.
2. The organizational structure of the agency.
3. What programs or types of assistance are offered and where are they offered.
4. How many community/family/clientele workers you employ, and their general training and role within the agency (e.g. social worker, family counsellor, etc.).
5. The methods these personnel use in their work.
6. General perceptions of the family unit and its relationship to social change and community development.
7. General perceptions on the role of para-professionals and trained indigents or volunteers in community development.
8. The general social problems and needs of the people your agency deals with.
9. The contribution or potential contribution which a home economist might make to your agency, if any.

Continued . . .



- 2 -

As mentioned on the phone, I hope to tape this interview to facilitate my data collection, and to take less of your valuable time.

Once again, thank you for agreeing to participate in this study. I look forward to our meeting.

Sincerely,

(Mrs.) Barbara Klinke,  
Candidate for M. A.  
in Community Development.



Letter to Home Economist

Thank you for your co-operation in agreeing to an interview for my study on "The Home Economist in Community Development". Your participation is much appreciated, and hopefully, I will not require too much time from your busy schedule.

To give you a better idea of the information I hope to obtain, and to help you put together your thoughts and printed material on the subject before our interview, I have compiled a list of the types of information I require.

1. The goals, objectives and policy statements of your agency, as you see them.
2. Your job description (if any) and your niche in the organizational structure.
3. The general social problems and needs of the people you work with.
4. Why you (a home economist) were hired by the agency.
5. Your working relationship with other professionals or para-professionals.
6. General perceptions of the family unit and its relationship to social change and community development.
7. General perceptions of the interdisciplinary approach, and the use of para-professionals or trained indigents or volunteers.
8. What programs or types of assistance are offered, and what methods are used in your work.
9. Frustrations of your work.
10. The contribution and potential contributions that a home economist can make in community (family) development.

Continued . . .



- 2 -

11. Your training and what training is essential and helpful to work with the disadvantaged.

As mentioned on the phone, I hope to tape this interview, to facilitate my data collection and to take less of your valuable time.

Once again, thank you for agreeing to participate in this study. I look forward to our meeting.

Sincerely,

(Mrs.) Barbara Klinke,  
Candidate for M. A.  
in Community Development.



Letter to Community Development Worker

Thank you for your co-operation in agreeing to an interview for my study on "The Home Economist in Community Development". Your participation is much appreciated, and hopefully, I will not require too much time from your busy schedule.

To give you a better idea of the information I hope to obtain, and to help you put together your thoughts and printed material on the subject before our interview, I will list the types of information I require:

1. Your working relationship with the home economist or other professionals.
2. Your perceptions of the interdisciplinary approach, and the use of para-professionals (indigent or external) and trained volunteers.
3. Your perceptions of the family unit and its relationship to social change and community development.
4. The contribution or potential contribution which you believe a home economist can make to community (family) development, if any.

As mentioned on the phone, I hope to tape this interview, to facilitate my data collection and to take less of your valuable time.

Once again, thank you for agreeing to participate in this study. I look forward to our meeting.

Sincerely,

(Mrs.) Barbara Klinke,  
Candidate for M. A.  
in Community Development.



## APPENDIX II

## INTERVIEW SCHEDULE - AGENCIES

The purpose of this interview is to research the role of the home economist in Community Development. Any information disclosed during the interview will remain confidential, and will be used for thesis purposes only. Every effort will be made to protect the agency and its personnel from publicity and public censure.

A. Structure and Techniques

1. What are the goals, objectives or policy statements of your agency?
  1. To assist individuals/families/groups in improving interpersonal relations.
  2. To assist individuals/families, groups in improving general living conditions and standard of living (social assistance, housing, nutrition, clothing, health, child care, employment, etc.).
  3. To assist disadvantaged (low income and/or, unstable, multi-problem, chronic need, hostile, suspicious, alienated, socially non-participating) individuals/families/groups, in improving living conditions and general standard of living.
  4. To provide assistance and support for those individuals/families/groups in financial or social difficulties, and who seem unable to help themselves and unable to break the poverty cycle.
  5. To provide social, cultural or educational opportunities to disadvantaged or neglected groups.
  6. To stimulate individuals/families/groups to social action to improve their community.
  7. To promote healthy, happy family living based on understanding of family roles and life cycles.
  8. To assist women in their personal development and their self-respect and confidence.
  9. Other (please explain).



2. What social unit(s) do you use as the frame of reference in the agency's work?

  1. Individual
  2. Family
  3. Group
  4. Community
  5. Other

3. (a) What types of assistance or programs are offered to individuals?

(b) What types of assistance or programs are offered to families?

(c) What types of assistance or programs are offered to groups?

(d) What types of assistance or programs are offered to whole communities?

4. Who initiates your programs?

  1. Administrative or planning staff
  2. Professionals or other trained personnel
  3. Families
  4. Social groups
  5. Community
  6. Other



5. Where are the programs held?

1. Private homes
2. Schools
3. Churches
4. Community centers
5. Agency facilities or offices
6. Other

6. (a) What proportion of these programs is devoted to preventive work?

(b) Are any changes in this proportion desirable or being planned? Why, or why not?

7. (a) How many community/family/public-related personnel do you employ?

(b) How many administrative personnel do you employ?

8. Would you please describe (diagram) the organizational structure of your agency?

9. (a) Do you employ specially trained personnel to carry out your programs?

(b) If so,

(i) What is their training? (ii) In what capacity are they employed?

- |                     |                          |
|---------------------|--------------------------|
| 1. Social work      | 1. Social worker         |
| 2. Sociology        | 2. Probation officer     |
| 3. Medical, nursing | 3. Community development |
| 4. Public health    | 4. Home economist        |



- |                          |  |
|--------------------------|--|
| 5. Family counselling    | 5. Marriage counsellor                         |
| 6. Psychology            | 6. Family counsellor                           |
| 7. Psychiatry            | 7. Credit counsellor                           |
| 8. Home Economics        | 8. Employment counsellor                       |
| 9. Community development | 9. Education                                   |
| 10. Education            | 10. As resource to "grass roots" organizations |
| 11. Occupational therapy | 11. Administrative                             |
| 12. Other                | 12. Other                                      |

10. (a) What are the general social problems and needs of the people with whom this agency works?

- |                              |  |
|------------------------------|--|
| 1. Housing                   | 9. Nutrition                                       |
| 2. Employment and retraining | 10. Health (mental and physical)                   |
| 3. Low income                | 11. Shopping                                       |
| 4. Education                 | 12. Marital discord                                |
| 5. Child care/day care       | 13. Boredom  |
| 6. Household management      | 14. Adaptation to urban life-styles and technology |
| 7. Budgeting                 | 15. Other  |
| 8. Credit                    |  |

(b) Do you consider that your agency is working with disadvantaged (low income and/or unstable, multi-problem, chronic need, hostile, suspicious, alienated, socially non-participating) people?

11. (a) How are contacts made with individuals/families/groups?

1. Referrals from other agencies or professionals
2. Client-initiated
3. Group contacts
4. Public meetings, posters, etc.
5. Local news-sheet or "grapevine"
6. Mass media (newspaper, radio, TV, magazines)
7. Other



(b) Which method(s) seem(s) most effective?

(c) Why?

12. Are there agency policies, guidelines or restrictions on the methods personnel use in working with agency "clientele"?

1. Individual case work
2. Group methods
3. Group screening
4. Home visitation (work with family and environment)
5. Interdisciplinary approach
6. Training of indigents and volunteers
7. Other (please explain)

13. To what extent do personnel use a family interaction orientation (i.e., working with all or most family members and their environment)?

14. To what extent do personnel work co-operatively with other agencies?

15. To what extent do personnel work with para-professionals or volunteers?

16. To what extent do personnel work co-operatively with other professionals, i.e., use an interdisciplinary approach?



## B. Philosophy

1. (a) Is an interdisciplinary approach encouraged by your agency?  
(b) What are the advantages and disadvantages of using an interdisciplinary approach in your agency?

## Advantages

### **Disadvantages**

2. Do the problems or limitations of an interdisciplinary approach (if any) mean that it is not a useful approach to development? Why?
  
  3. (a) Do you think your agency could or should be using this approach in working with the disadvantaged?

(b) If so, what links seem most appropriate?

1. Community development worker
  2. Social worker
  3. Family counsellor
  4. Lawyer
  5. Public health nurse
  6. Teacher
  7. Home economist
  8. Clergy
  9. Other

4. How does this agency perceive the family unit?

  1. As a barrier to social change
  2. As a strong (or potentially strong) social institution
  3. As a potentially effective catalyst to social change
  4. As a dying social institution
  5. As obsolete
  6. Other



5. (a) Is knowledge and awareness of family structure and interrelationships important to a person working in community (family) development?
- (b) Is the family an important social unit, which can be used as a medium of social change? Why or why not?
- (c) If so, how can the family be best utilized for social change?
1. As a unit through which members learn about change and how to cope with it.
  2. As an opinion leader which can legitimize social change and stimulate adaptation.
  3. Through mass media directed at families.
  4. Other
6. (a) In what way do you see changes in family life patterns and behavior as facilitating desirable social changes, if at all?
- (b) If so, how can these changes in family behavior be best brought about?



7. One model of social change suggests that a social or economic crisis in a family's life cycle (e.g., unemployment, separation or divorce with children involved, unwanted pregnancy, alcoholism, excessive drug use, over-indebtedness, or bankruptcy) leads to a period of family dis-organization. It is often agencies such as yours who work with these families and their social problems to help them reach a new level of re-organization and functioning. Hopefully, this new level is a higher one than that before the social crisis. In other words, some development of the human resources in the community has taken place which will facilitate further community change.
- (a) Do you see this framework as being a useful tool for understanding the process of rehabilitation?
- (b) Could it be used as a tool for analyzing the disruption created by the community development process?
8. Where do para-professionals or trained volunteers fit into community (family) development, if at all?
1. As a direct link with families and community members, to disseminate basic knowledge and skills on a wider scale.
  2. As an essential bridge across the communication and acceptance gap between the professionals and the disadvantaged families (e.g. barriers of status, language, dress).
  3. As initial and early contact with families to establish trust and open the way for direct work by professionals.
  4. As an essential step in community development, which enables the community to become involved in their own development process.
  5. Other.



C. The Home Economist

1. What does the term "home economist" mean to you?

2. What training do you think a home economist has received?

- |                        |                                 |
|------------------------|---------------------------------|
| 1. Foods and nutrition | 9. Social sciences              |
| 2. Sewing techniques   | 10. Economics                   |
| 3. Textiles            | 11. Family budgeting            |
| 4. Family theory       | 12. House design                |
| 5. Group skills        | 13. Child care and development  |
| 6. Communications      | 14. Interpersonal relationships |
| 7. Home management     | 15. Sex education               |
| 8. Art and design      | 16. Other                       |

3. Do you employ a home economist?

(a) "Yes" Response

- (i) Is she employed as a home economist, or in another role?
- (ii) If not employed as a home economist, does her home economics training contribute anything unique to your agency, or its servicing of the disadvantaged, that other personnel without such training lack?

(iii) Why did you hire a home economist?

1. We have always hired a home economist for this position and have been satisfied with their past performance.
2. Because we needed her knowledge, training and family-related skills.
3. Because she had a "family" orientation.
4. Because we needed her skills in relating to families and groups.
5. Personal characteristics.
6. Other.



What special contribution do you expect a home economist to make to your agency?

How can the home economist's skills best be used?

1. Working directly with individuals.
2. Working directly with families (assisting them in their re-organization attempts).
3. Working directly with mixed (male and female) groups.
4. Working directly with female groups.
5. As a resource to the community.
6. As a resource to other professionals or to community workers.
7. In a role which does not give her the title of "home economist".
8. Other.

(iv) Do you feel that the title, "home economist" in any way limits her effectiveness?

(v) Generally speaking, does the home economist you hired meet your expectations? Does she exceed them? How?

If not, is your dissatisfaction regarding her performance due to:

1. The way she interprets her job.
2. The job does not require her skills.
3. She lacks other training required for her job.
4. Personal characteristics.
5. Other (please explain).



3. (a) "Yes" Response (continued)

- (vi) Where does the home economist fit in your organizational structure?

Who is her immediate supervisor?

To whom is she responsible?

- (vii) What is her job description, if any?

- (viii) Does the home economist work entirely on her own, or does she use a co-operative effort with other professionals or specially trained personnel?

If with other personnel, which ones?

1. Public health workers
2. Teachers
3. Lawyers
4. Family counsellors
5. Social workers
6. Youth workers
7. Clergy
8. Community development workers
9. Others (please specify)

What is the extent of her involvement with these people?

Is this interdisciplinary approach encouraged?  
Why, or why not?



(b) "No" Response(i) Why do you not hire a home economist?

1. Because she has very limited skills in my view, i.e., she can only "cook and sew".
2. Because she lacks the knowledge, expertise, skills or techniques needed to do the job. (Please specify what training is required).
3. Because there are other disciplines better prepared for this type of work. (Please specify which ones and why you consider them better equipped).
4. Because you have no money in your budget to hire a home economist.

If so, why do you not consider the home economist's skills essential enough to your agency's work to make hiring a home economist a high priority in your budget?

5. Other.

(ii) If you were given the money required to hire another worker, would you choose to hire a home economist or some other professional?  
Why?

(iii) If the home economist's training were to include some of the elements you mentioned as essential, plus the traditional home economics elements, would she be a more desirable applicant than someone with just the essential elements?

(iv) If a person trained in home economics skills and family relationships was labelled differently (other than "home economist"), would this change your attitude in any way about hiring a home economist?

(v) Can you see a potential role for a home economist within your agency (please elaborate)?



4. How could the home economist best make a unique contribution in community (family) development?
  1. As a community worker with natural links to the community's core, the family.
  2. As a resource person (with special knowledge of family interaction and special skills in traditional family tasks) to community workers.
  3. As a resource person (with special knowledge of family interaction and special skills in traditional family tasks) to disadvantaged families.
  4. As an educator who can train indigent population volunteers who will, in turn, use their new skills and knowledge in working with families in the community.
  5. Other (please explain).

Thank you very much for taking some time from your busy schedule to assist me in this study. I appreciate your insight and perceptions, as a person working in this field. You have been most helpful to me.

Thank you, again.



## APPENDIX III

## INTERVIEW SCHEDULE - HOME ECONOMISTS

The purpose of this interview is to research the role of the home economist in Community Development. Any information disclosed during the interview will remain confidential and will be used for thesis purposes only. Every effort will be made to protect the agency and its personnel from publicity and public censure.

A. Structure and Philosophy

1. What are the goals, objectives or policy statement of your agency, as you see them?
  1. To assist individuals/families/groups in improving interpersonal relations.
  2. To assist individuals/families/groups in improving general living conditions and standard of living (social assistance, housing, nutrition, clothing, health, child care, employment, etc.).
  3. To assist disadvantaged (low income and/or unstable, multi-problem, chronic need, hostile, suspicious, alienated, socially non-participating) individuals/families/groups in improving living conditions and general standard of living.
  4. To provide assistance and support for those individuals/families/groups in financial or social difficulties, and who seem unable to help themselves and unable to break the poverty cycle.
  5. To provide social, cultural or educational opportunities to disadvantaged or neglected groups.
  6. To stimulate individuals/families/groups to social action to improve their community.
  7. To promote healthy, happy family living based on understanding of family roles and life cycles.
  8. To assist women in their personal development and their self-respect and confidence.
  9. Other (please explain).



2. Where do you fit in the organizational structure?

3. What facilities are made available to you?

1. Secretary
2. Office
3. Car or travel allowance
4. Agency space for group activities
5. Aid such as audio-visual equipment, pamphlets, etc.
6. Other

4. Why did your agency hire a home economist?

1. Because they have always hired a home economist for this position and have been satisfied with their past performances.
2. Because they need the home economist's knowledge, training and family-related skills.
3. Because the home economist has a "family" orientation.
4. Because they need the home economist's skills in relating to families and groups.
5. Personal characteristics.
6. Other.

5. (a) What were the agency's goals in establishing your position?

(b) Are you able to meet the goals your agency has set for your work? If not, why not?

6. What is your job description, if any? (If no formal job description exists, can you describe the job which you hold with this agency?)



7. (a) What are your personal goals in your work?

1. To assist people in need of my service.
2. To assist people in need and in the process prepare them for solving or preventing future problems.
3. To pursue my specialty or interest.
4. To act as a resource person for other professionals.
5. To act as a resource person for the community.
6. Other (please specify).

(b) Are you able to meet your personal goals? If not, why not?

8. What are the general social problems and needs of the people/families/groups you work with?

- |                              |   |
|------------------------------|---|
| 1. Housing                   | 10. Health (mental or physical)                 |
| 2. Employment and retraining | 11. Shopping                                    |
| 3. Low income                | 12. Marital discord                             |
| 4. Education                 | 13. Boredom                                     |
| 5. Child care/day care       | 14. Adapting to urban life-style and technology |
| 6. Household management      |   |
| 7. Budgeting                 | 15. Other                                       |
| 8. Credit                    |   |
| 9. Nutrition                 |   |

9. (a) Do you consider that you are working with disadvantaged people (low income, and/or unstable, multi-problem, chronic need, hostile, suspicious, alienated, socially non-participating)?

(b) What proportion of your work load is devoted to work with disadvantaged people?

10. (a) Are you attempting to remedy present situations? If so, to what extent?



(b) Why?

1. To solve a housing crisis.
2. To provide adequate food.
3. To provide adequate health care.
4. To stop child neglect (intentional or unintentional) immediately.
5. To prevent wage garnishees or other drastic measures which will create an intolerable home situation.
6. Basic needs must be met before further human development can take place.
7. Other (please describe).

11. (a) Are you attempting to change behavior, thereby preventing or minimizing future problems?

(b) If so, to what extent?

(c) Why?

1. This is the only sound approach to human resource development.
2. These people will never be able to join the mainstream of society until they are taught new decision-making and problem-solving skills and learn to use them well.
3. Supplying or arranging remedies to problem situations creates an undesirable dependency situation.
4. People must learn to change and adapt to their changing environment for survival.
5. Other (please explain).

12. (a) In what way do you see changes in family life patterns and behavior as facilitating desirable social change, if at all?

(b) If so, how can these changes in family behavior be best brought about?



B. Techniques

1. What social unit do you use as a frame of reference in your work?
  1. Individual
  2. Family
  3. Group
  4. Community
  5. Other
2. How are contacts with individuals/families/groups made?
  1. Referrals from other agencies or professionals
  2. Client-initiated
  3. Group contacts
  4. Public meetings, posters, etc.
  5. Local news-sheet or "grapevine"
  6. Mass media (newspaper, radio, TV, magazines)
  7. Other
3. (a) What types of programs, assistance or services are offered to individuals?  
(b) What types of programs, assistance or services are offered to families?  
(c) What types of programs, assistance or services are offered to groups?  
(d) What types of programs, assistance or services are offered to whole communities?
4. In your experience, what methods of communication have proven most effective with the disadvantaged?



1. Individual contact and counselling
2. Family contact and counselling
3. Small group formation
4. Informal group-determined programs
5. Local news-sheet
6. Formal programs
7. Mass media (radio, TV, newspaper)
8. Other

5. Who initiates your programs?

1. Administration or planning staff
2. Professionals or trained personnel
3. Families with mutual concerns
4. Social groups
5. Community
6. Other

6. Where are the programs held?

1. Agency facilities or offices
2. Private homes
3. Churches
4. Schools
5. Community centers
6. Other

7. Are there agency policies, guidelines or restrictions on the methods you use in working with agency "clientele"?

8. (a) Do you work co-operatively with other agencies?

(b) If so, which ones and in what ways?

OR

(c) If not, why not?

9. (a) Do you work co-operatively with other professionals?

(b) If so, which ones and in what ways?

OR

(c) If not, why not?



10. (a) Do you work co-operatively with para-professionals (indigents or others) or volunteers?

(b) If so, who are they and how were they selected?

OR

(c) If not, why not?

11. (a) Do para-professionals or volunteers have a role to play in community (family) development?

(b) If so, what is this role?

1. As a direct link with families and community members to disseminate basic knowledge and skills on a wider scale.

2. As an essential bridge across the communication and acceptance gap between the professional and the disadvantaged family (e.g., status, dress, language).

3. As an initial and early contact with families to establish trust and open the way for direct work by professionals.

4. As an essential step in community development, which enables the community to become involved in their own development process.

5. Other

OR

(c) If not, why not?

12. Of these methods or techniques which we have talked about, are there some or others which you are considering because you feel that they may be more effective than your present methods?

1. Interdisciplinary team approach
2. Para-professionals
3. Volunteers
4. Smaller case loads
5. Use of media
6. Other (please explain)



13. (a) Is an interdisciplinary approach encouraged by your agency?

(b) What are the advantages and disadvantages of using an interdisciplinary approach in your agency?

Advantages

Disadvantages

(c) Do the problems and limitations of this interdisciplinary approach (if any) mean that it is not a useful approach to development? Why?

(d) Do you think you could or should be using this approach in working with the disadvantaged?

(i) If so, what links seem most appropriate?

1. Community development worker
2. Social worker
3. Family counsellor
4. Lawyer
5. Public health nurse
6. Teacher
7. Home economist
8. Clergy
9. Other

OR

(ii) If no, why not?

14. What are the main frustrations of your work?

1. Insufficient time
2. Insufficient money for programs, etc.
3. Too heavy case load
4. Too large an area to cover
5. Agency policies (please explain)
6. Lack of co-operation
7. Lack of secretarial or other assistance
8. Lack of equipment, visual aids, etc.
9. Misconceptions associated with the label "home economist"
10. Other



15. How do you cope with a seemingly hopeless, multi-problem family or population?

1. Refer to other professionals
2. Consult with other professionals
3. Give up
4. Exercise patience
5. Dismiss them
6. Other (please explain)

C. Training

1. Where did you receive your home economics training?

2. When did you graduate?

3. What program of study did you follow within home economics?

1. General
2. Clothing and Textiles
3. Foods and Nutrition
4. Family (Child Development, Home Management, Family Living, Family Finance, Consumerism, etc.)
5. Other (please specify)

4. What options or secondary subject of concentration did you take?

1. Sociology
2. Psychology
3. Economics
4. Art and Design
5. Other (please explain)

5. (a) Was this undergraduate training adequate for your present work?

(b) If not, why not?



6. Do you have additional training in any field of study?
  - (a) If so,
    - (i) What training, and has it been helpful to your work with disadvantaged people? Why or why not?
    - (ii) Was extra training essential to your present work?
    - (iii) Is there other training which would be helpful to you (please specify)?
- OR
- (b) If not,
  - (i) Would additional training be essential or beneficial to your work?
  - (ii) If so, what training do you wish you had?
7. In retrospect, what courses or other training have proved most useful to you in your present work?
8. What combinations of training and personal characteristics do you feel are essential in working with the disadvantaged?
9. (a) Is your home economics training or the label, "home economist" a handicap in your work?  
(b) If so, why?

D. Interrelationships - Family, Home Economist, Community Development

1. How do you perceive the family unit?



1. A barrier to social change
  2. A strong social institution (or potentially strong)
  3. A potentially effective catalyst to social change
  4. A dying social institution
  5. Obsolete
  6. Other
2. (a) Is the family an important social unit which can be used as a medium of social change?
- (b) Why, or why not?
- (c) If so, how can the family best be utilized for social change?
1. As a unit through which family members learn about change and how to cope with it.
  2. As an opinion leader to legitimize social change and stimulate adaptation.
  3. Through mass media directed at families.
  4. Other (please explain)
3. One model of social change suggests that a social or economic crisis in a family's life cycle (e.g., unemployment, separation or divorce with children involved, unwanted pregnancy, alcoholism, excessive drug use, overindebtedness, bankruptcy, etc.) often leads to a period of family disorganization. It is often people such as yourself who work with these families and their social problems to help them reach a new level of re-organization and functioning. Hopefully, this new level is a higher one than that before the social crisis. In other words, some development of the human resources in the community has taken place which can facilitate further community change.
- (a) Does this model appear to be appropriate to the objectives of your agency?
- (b) Does this model appear to be appropriate to your own objectives?



- (c) Do you see this framework as being a useful tool for understanding the process of rehabilitation?
- (d) Could it be used as a tool for analyzing the disruption created by the community development process?
4. (a) How is the home economist's work most effective?
1. Working through individuals
  2. Working through families in their re-organization and development attempts
  3. Working through mixed (male and female) groups
  4. Working through female groups
  5. Acting as a resource in the community
  6. Acting as a resource to other professionals or para-professionals working in the community
  7. Acting in a role other than home economist
  8. Other
- (b) Why?
5. (a) Are knowledge and awareness of family structure and interrelationships important to a home economist working in community development?
- (b) If so, why?
6. (a) Would the family-oriented home economist have a unique contribution to make in community (family) development?
- (b) If so, how?
1. As a community worker with natural links to the community's core - the family.
  2. As a resource person (with special knowledge of family interaction and special skills in traditional family tasks) to community workers.
  3. As a resource person (with special knowledge of family interaction and special skills in traditional family tasks) to disadvantaged families.
  4. As an educator who can train indigent population



volunteers who will, in turn, use their new skills and knowledge in working with families in the community.

5. Other (please explain).

Thank you very much for taking some time from your busy schedule to assist me in this study. I appreciate your insight and perceptions as a person working in this field. You have been most helpful to me.

Thank you again.



## APPENDIX IV

## INTERVIEW SCHEDULE - COMMUNITY DEVELOPMENT WORKERS

1. (a) Do you work co-operatively with a home economist or other professionals?
  - (b) If so, with whom?
  - (c) To what extent?
  
2. What are your perceptions on the use of:
  - (a) Interdisciplinary Approach
    - (i) Advantages?
    - (ii) Disadvantages?
    - (iii) Limitations?
    - (iv) Is it a useful approach to development work with the disadvantaged (low income, and/or unstable, multi-problem, chronic need, hostile, suspicious, alienated, socially unparticipative)?  
Why, or why not?
  
  - (b) Para-professionals
    - (i) Indigents only?
    - (ii) Trained?
    - (iii) What is their role in development work with the disadvantaged?
      1. A direct link with families and community members to disseminate basic information and skills on a wider scale.
      2. An essential bridge across the communication and acceptance gap between professionals and disadvantaged families.
      3. An initial and early contact with families to establish trust and open the way for direct work by professionals.



4. An essential step in community development which enables the community to become involved in their own development process.

5. Other.

(c) Volunteers

- (i) Indigents only?
- (ii) Trained?
- (iii) What is their role in development work with the disadvantaged?
  1. A direct link with families and community members to disseminate basic information and skills on a wider scale.
  2. An essential bridge across the communication and acceptance gap between professionals and disadvantaged families.
  3. An initial and early contact with families to establish trust and open the way for direct work by professionals.
  4. An essential step in community development, which enables the community to become involved in their own development process.

5. Other.

(d) What are the limitations on the use of para-professionals and volunteers, if any?

3. How do you perceive the family unit?

1. As a barrier to social change
2. As a strong (or potentially strong) social institution
3. As a potentially effective catalyst to social change
4. As a dying social institution
5. As obsolete
6. Other



4. (a) Is the family an important social unit which can be used as a medium of social change? Why, or why not?
- (b) If so, how can the family unit best be utilized for social change?
  1. As a unit through which family members learn about change and how to cope with it.
  2. As an opinion leader to legitimize social change and stimulate adaptation.
  3. Through mass media directed at families.
  4. Other (please explain).
5. One model of social change suggests that a social or economic crisis in a family's life cycle (e.g., unemployment, separation or divorce with children involved, unwanted pregnancy, alcoholism, excessive drug use, over-indebtedness, bankruptcy, etc.) often leads to a period of family disorganization. It is often people such as yourself who work with these families and their social problems to help them reach a new level of re-organization and functioning. Hopefully, this new level is a higher one than that before the social crisis. In other words, some development of the human resources in the community has taken place which can facilitate further community change.
  - (a) Do you see this framework as a useful tool for understanding the process of rehabilitation?
  - (b) Could it be used as a tool for analyzing the disruption, created by the community development process?
6. (a) What does the term, "home economist" mean to you?
- (b) Do you perceive the "home economist" as having any special training in family relationships?
7. (a) Are knowledge and awareness of family structure and inter-relationships important to a home economist working in community development? If so, why?



7. (b) Would the family-oriented home economist have a unique contribution to make in community (family) development?

If so, how?

1. As a community worker with natural links to the community's core, i.e., the family.
2. As a resource person (with special knowledge of family interaction and special skills in traditional family tasks) to community workers.
3. As a resource person (with special knowledge of family interaction and special skills in traditional family tasks) to disadvantaged families.
4. As an educator who can train indigent population volunteers who will, in turn, use their new skills and knowledge in working with families in the community.
5. Other (please explain).

- (c) Would a change in label facilitate the effectiveness of the home economist in community development?

Thank you very much for taking some time from your busy schedule to assist me in this study. I appreciate your insight and perceptions as a person working in this field. You have been most helpful to me.

Thank you, again.



## APPENDIX V

INTERVIEW SCHEDULE - HOMEMAKERSA. The Involvement

1. Are you participating in the Dixie Girls group this year?
2. How many people have joined the group?
3. Are they all women, all men, or both men and women?
4. Did you know any of them before you joined this group?
  1. None
  2. A few (1 or 2)
  3. Some (2-5)
  4. Almost all
5. How often are meetings or events held?
6. How many have you missed?
7. Where are your meetings held?
  1. Churches
  2. Homes
  3. Community centers
  4. Schools
  5. At the Agency
  6. Other (please specify)
8. Who arranges the programs?
  1. Home economist
  2. Group chairman
  3. Group
  4. Agency
  5. Other (please specify)



9. Who has spoken to you or worked with you at the meetings?

1. Home economist
2. Other professionals
3. Community leaders
4. Group members
5. Other (please specify)

10. What sorts of things have you done at your meetings?

1. Discussed family problems (interpersonal and family relationships)
2. How to use your time well, or how to look after things in your home (home management)
3. How to bring up and look after children or talk about day-care (child care/day care)
4. How to plan how to spend your money carefully (budgeting)
5. How to buy different things (consumerism)
6. Nutrition
7. Crafts
8. Other (please specify)

11. How did you hear about the group?

1. Relative
2. Friend
3. Neighbor
4. Advertisement (newspaper, radio, TV, local newsheet)
5. Agency
6. Group formed by group members
7. Other (please specify)

12. Who did you first go with?

1. By yourself
2. With a relative
3. With a friend
4. With a neighbor
5. Other

13. (a) Would you like to attend or join another group?

(b) What type(s)?



13. (c) Why?

1. First group helped in some way (please specify)
2. Want more information
3. Enjoyed meeting with other people
4. Want to make more friends
5. Want to discuss my problems with other people
6. Other (please specify)

14. (a) Do you, or have you used or received any other services or assistance from Glengarry Community Service Center?

(b) Which ones?

15. (a) Have you used services from other agencies?

(b) Which agencies?

(c) What services?

16. Which services are most helpful to you and why?

### B. The Home Economist

1. I presume you know (home economist)?

2. How did you first hear of her or meet her?

1. A group you attended
2. Referred by an agency
3. Article or advertisement in local newssheet
4. Other (please explain)

3. Do you know that she is a home economist?

4. What does being a "home economist" mean to you?



5. What training do you think a home economist has received?

1. Foods and Nutrition
2. Sewing Techniques
3. Textiles
4. Family Problems (family theory and interpersonal relations)
5. Public Speaking, Teaching (communications)
6. How to use time well and how to care for a home (home management)
7. Art and Design
8. Subjects like Sociology, Psychology or Economics
9. Budgeting and how to plan spending your income
10. House Design
11. Child care and how to raise children
12. How to buy different things (consumer education)
13. Other (please specify)

6. Did (home economist) participate in forming your group?

(a) If so, how?

(b) If not, who did?

7. Did she participate in the programs?

(a) If so, which ones?

(b) Were her programs helpful?

(c) Which were most helpful?

(d) Which were least helpful?

8. (a) Have you participated in other programs or groups that she has been involved with?

If so, which ones?

(b) Are there other ways she could be of more help to you?

If so, how?

1. Other programs (specify topics)
2. Home visits
3. Other (please explain)



C. The Effects

1. What do you consider to be your main problems?
  1. Finding suitable or permanent employment for yourself or your husband.
  2. Combining employment and home life.
  3. Never having enough time to get things done or not knowing how to look after appliances, furniture or other articles in your home (home management).
  4. Lack of money (low income).
  5. Budgeting or planning how to spend your money.
  6. Obtaining credit and using it carefully.
  7. Housing.
  8. How to shop wisely for things you buy for your home
  9. Poor health.
  10. Nutrition.
  11. Day care or how to raise your children.
  12. Clothing or new textiles.
  13. Other (please specify).
2. What are the benefits to you of your participation in the Dixie Girls group?
  1. A chance to be with other people.
  2. A chance to get out of the house or away from the children for a while.
  3. New friends you found.
  4. Information.
  5. Self-confidence and an understanding of your abilities.
  6. A chance to find out about problems or activities going on in your city or your community.
  7. A new desire to do things for yourself or your community.
  8. Other (please specify).
3. (a) Did any of these things that benefited you also affect your family?  
(b) If so, how?
4. How difficult is it to get others in your family to change when you learn about something new that makes you want to change?



5. Since your involvement in the group, have you participated in any other community affairs or groups?

(a) If so, which ones?

(b) Why?

6. (a) Since your involvement and experiences in the group, and more particularly, your participation in the home economist's programs, have you changed in any way how you do any of these things?

(b) If so, how?

1. Handle household money
2. Manage your home
3. Raise and care for your children
4. Act towards others in your family
5. Buy and prepare foods for your family
6. Shop for other things you need
7. Other (please explain)

7. If you had any of the problems I am going to mention, where would you go for advice or help?

(a) Home Management

- (i) You are working and having trouble finding time to get all of the housework done, or time for occasional relaxation for yourself.

(b) Budgeting

- (i) You are finding that during the last week of every month you are unable to buy food or to pay all of the bills.

(c) Credit

- (i) You are having trouble receiving credit from a store.
- (ii) The people you owe money to are always coming by to try to collect or threatening to repossess the things you bought on credit and have not been able to pay for on a regular basis.



7. (d) Consumer

- (i) Your grocery money does not seem to be enough to feed your family each month.
- (ii) You have just bought a dozen oranges and three of them are rotten.

(e) Housing

- (i) The landlord doesn't like your children and has told you that you must move out.
- (ii) The back porch is rotten and the steps are breaking away, but the landlord won't fix it.
- (iii) You can't find a house or apartment which is big enough for the size of your family, with the money you have available.

(f) Nutrition

- (i) You are always tired.
- (ii) The children are always getting colds.
- (iii) You are overweight and the doctor has told you to lose 30 pounds.

(g) Clothing and Textiles

- (i) You don't have enough money for clothes.
- (ii) You don't know how to mend or alter clothes.
- (iii) You don't know how to care for some of the clothes you buy.

(h) Child Care

- (i) You suspect that your 12-year old son is taking drugs.
- (ii) You can't seem to find a good but inexpensive babysitter.
- (iii) Your child has been playing hookey from school.
- (iv) Your child's teacher has asked you to help your child with new math or reading, but you don't know how or cannot help.

(i) Unemployment

- (i) You and your husband have just separated.
- (ii) You want to get a job to help support the family.
- (iii) You want to learn how to get by on the low income you are receiving from social assistance or unemployment insurance.

(j) Marital Problems

- (i) Your husband is an alcoholic and spends most of his paycheck on alcohol.
- (ii) You and your husband are always having violent arguments and you are worried about how this is affecting the children.



7. (j) (iii) You think your husband is too strict with the children.  
(iv) You can't agree with your husband on how to spend the family income.
8. (a) Do you do any volunteer work?  
(b) If so, what?
9. What other organizations or groups do you belong to now?
10. (a) Is one of your goals to have a very close family situation in which everyone gets along well together, and family members enjoy doing things together?  
(b) Is this possible in today's society?  
(c) Why, or why not?
11. (a) Are you emotionally close to your parents, brothers, sisters and in-laws?  
(b) How often do you see them?  
(c) Would you like to visit with them more often (either in your home or in theirs)?
12. How can you best prepare your children to live in our society which is changing so very quickly?

This next section is necessary for my study, to help me analyze all of the information I have been collecting. You have my promise that all of this information will remain confidential and that no names will be used.

#### D. Demographic Data

##### 1. Marital Status

1. Married
2. Single
3. Widowed
4. Divorced
5. Separated
6. Other



2. Age

1. Under 21 years
2. 21-30 years
3. 31-40 years
4. Over 40 years

3. Number of Children

1. 0
2. 1
3. 2
4. 3
5. 4
6. 5 or more

4. Ages of Children

1. Less than 1 year
2. 1-5 years
3. 6-12 years
4. 13-18 years
5. 18 and over

## 5. (a) How do you receive the majority of your family income?

1. Weekly
2. Bi-monthly
3. Monthly
4. Less often or yearly

## (b) What is your total family income?

<u>Weekly</u>	<u>Bi-monthly</u>
1. Less than \$60	Less than \$125
2. \$60-\$115	\$125-250
3. \$115-\$190	\$250-\$420
4. Over \$190	Over \$420
<u>Monthly</u>	<u>Yearly</u>
1. Less than \$250	Less than \$3,000
2. \$250-\$500	\$3,000-\$6,000
3. \$500-\$840	\$6,000-\$10,000
4. Over \$840	Over \$10,000



6. What approximate proportion of your total family income comes from:

- (a) Husband
- (b) Self
- (c) Social assistance
- (d) Unemployment insurance
- (e) Other sources

7. Occupation

(a) Self      (b) Husband

- 1. Homemaker
- 2. Student
- 3. Managerial
- 4. Professional
- 5. Technical
- 6. Clerical
- 7. Sales (commercial and financial)
- 8. Service and recreation
- 9. Transportation
- 10. Communication
- 11. Farming
- 12. Fishing, trapping, logging, mining
- 13. Craftsman
- 14. Manufacturing
- 15. Construction
- 16. Laborer or unskilled
- 17. Unemployed









B30047